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ABSTRACT

The Developmental Career Guidance Project objectives are: (1) to aid a selected group of inner-city high school students to raise and broaden their educational and occupational aspirations, (2) to develop a pilot program designated to better meet the needs of inner-city youth, (3) to involve the staffs of the participating schools in the program, and (4) to systematically evaluate the program. The first phase of the project involved a two-week workshop for school personnel. The main goal was to encourage these participants to look critically at their school program with an eye toward utilization of occupational and career as a focus for helping inner-city youth to raise their level of aspiration. The setting in Detroit, the personnel involved, the rationale and broad objectives for activities are discussed at length. Data tables are found throughout the booklet. Activities are described, including counseling and guidance, curriculum, community contacts, parent involvement, broadening perceptions, and dissemination of information. Three external evaluations of the program are given together with future plans. (KJ)

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DEVELOPMENTAL

CAREER GUIDANCE

IN ACTION

AN INTERIM REPORT

DECEMBER 1968

Wayne State University
George E. Leonard, Director

Detroit Public Schools
Louis D. Monacel, Co-Director

CG004761

With the cooperation of Plans for Progress

The College Entrance Examination Board

OFFICE OF ECONOMIC OPPORTUNITY – COMMUNITY ACTION PROJECT

OFFICE OF EDUCATION TITLE I PROJECT

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THE DEVELOPMENTAL CAREER GUIDANCE PROJECT: AN INTERIM REPORT

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Project Director

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THE DEVELOPMENTAL CAREER GUIDANCE PROJECT: AN INTERIM REPORT

Any enterprise, any undertaking, involves people, and no project, however conceived, is any stronger than the individuals who make - or do not make - it "work." The success of the Developmental Career Guidance Project is directly traceable to the people involved in this undertaking.

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The Developmental Career Guidance Project had its inception in 1964, when a Workshop for the Analysis and Study of Employment Problems of Minority Youth was originated and presented by Wayne State University in cooperation with Plans for Progress, an industrial organization under the President's Committee on Equal Employment Opportunity. (That program has been replicated nationally each year since).

It is worthy of note that the project was initiated under the auspices of the Delinquency Control Training Center under the leadership of Dr. William Wattenberg. Further, Mr. Ronald Haughton and Dr. E. J. Forsythe of the Institute of Labor and Industrial Relations also contributed to the development of the project.

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Finally, we wish to express our deepest appreciation to the principals, teachers, and counselors of the project schools for their participation and cooperation beyond the call of duty.

CHAPTER I

INTRODUCTION AND OVERVIEW

> Nothing matters more than education to the future of this country; not our military preparedness -- for armed might is worthless if we lack the brain power to build a world of peace; not our productive economy --for we cannot sustain growth without trained manpower; not our democratic system of government -- for freedom is fragile if citizens are ignorant.
>
> Lyndon B. Johnson
> Message on Education, 1965

The American republic since its birth has been characterized by growth and dynamic change. These twin factors have been nowhere more apparent than in the United States economy where employer and employee alike have continually had to adjust to shifting manpower requirements. The most noteworthy development in recent years has been the increase in workers' productivity -- a gain of 56% in output in the last three decades. Edward Denison has estimated that two-fifths of this rise is attributable to the increasing education of the work force. The advancing education of the work force has, of course, constituted a major contribution of the economic growth of the United States over the years. This economic growth in turn has resulted in the fantastic upsurge of the standard of living -- one without parallel in the history of the world. Our educational institutions have been turning out a constant stream of highly qualified professional and semi-professional personnel who have been contributing to the advance of the American way of life. Furthermore, educational attainments of the labor force have been growing by leaps and bounds: in the twelve year period from 1952 to 1964, the percentage of workers who had graduated from high school increased from 45 to 56%. Even more impressive, the percent of college graduates in the labor force increased from 8 to 11% in the same period. On the other hand, the educational implications of progress are also great. While the need for educated workers with adaptable skills has grown, the need for workers who possess obsolete skills and/or inadequate education has decreased greatly. To the present day, numbers of professional, technical, and skilled jobs remain unfilled while workers with little or no education are having difficulty in finding work in an economy that requires only 5% of its jobs to be filled by unskilled workers. Moreover, employers require a high school diploma for even the most routine jobs. Consequently, the differences in educational achievement between Negroes and whites indicate the great difficulty Negroes have in competing for careers in this regard alone.

Table I

Achievement on National Standardized Tests of Reading and Other School Subjects, Fall 1965

	Test level grade	
Grade in school:	**Negro**	**White**
Sixth	4.4	6.8
Ninth	7.0	9.9
Twelfth	9.2	12.7

Source: U. S. Department of Health, Education, and Welfare, Office of Education. Computed from basic data prepared for the Fall 1965 Survey of Equality of Educational Opportunity, by James S. Coleman.

The population in the central city of Detroit, Michigan, has decreased greatly -- almost 10% in the 1950-1960 decade. Despite this decrease, however, the school population has increased almost 20% in the same period. Presently, the public school system enrolls almost 300,000 students in approximately 300 schools, including 23 senior high schools.

In these senior high schools, the socio-economic-educational level of the student body differs, as shown by a drop-out rate which ranged from a low of 2.14% to a high of 15.64%. In a number of inner-city schools, less than half the entrants stay until graduation. Further, the college-going rate of those who graduate from the high schools also varies greatly. A recent survey of the post high school plans of graduates revealed the following differences in percentage of students from comprehensive high schools who state they planned to enter college after graduation:

Highest Five Schools		Lowest Five Schools
88.0%		27.2%
76.6%		24.3%
59.9%	Detroit Average: 42%	23.7%
53.3%		21.8%
51.8%		16.1%

Few inner-city students in Detroit are able to even contemplate entering college. Sain found that only 6.2% of a sample of inner-city students were achieveing at a "B" or "A" level. Further, he found that although 30% of his sample would like to go to college to receive advanced training for professional positions, less than 6% were taking courses that would allow them to do so. Sain also found evidence of a dearth of vocational counseling in the lives of inner-city youth which was substantiated by the conclusions of a recent project conducted at Wayne State University.

> The report of this project noted that "It is not the socio-economic variables themselves but rather the psychological effects of these variables that are directly decisive. The psychological effects in this instance are those of a poor self-image, coupled with a low level of educational-vocational aspiration. Few inner-city students see themselves as professional or white-collar workers, as college or technical school students, as high school graduates. This is substantiated in the comment by the Educational Policies Commission: 'The disadvantaged are the least effective producers in the society. Many are incapable of effective employment in a modern economy. Job discrimination hampers many....'"

Further, products of the Detroit inner-city environment have an unemployment rate several times that of their more fortunate contemporaries and when they do find work, it is generally of the semi-skilled, unskilled or service variety. Indeed, the most startling fact about the occupational distribution of inner-city workers -- most of whom are Negro -- remains their very heavy concentration in the low-paid, unskilled, and personal service jobs.

Table II

Employment by Occupation and Sex, 1966
(Percent distribution)

	Nonwhite		White	
	Male	Female	Male	Female
Total employed (in thousands)	4,655	3,313	42,983	23,114
Percent	100	100	100	100
Professional, technical, and managerial	9	10	27	19
Clerical and sales	9	15	14	43
Craftsmen and foremen	12	*	20	*
Operatives	27	16	20	15
Service workers, except household	16	26	6	14
Private household workers		28		14
Nonfarm laborers	20	*	6	*
Farmers and farm workers	8	4	7	2
Other	(X)	2	(X)	2

* A few workers included in "other".
X Not applicable.

Source: U. S. Department of Commerce, Bureau of the Census.

In summary, recent educational and vocational developments have had the result of making the phrase "no room at the bottom" a very real one for individuals with no occupational-educational skills. Industrial progress has left them behind.

Thus, the rapid development of new methods of industrial production has been accompanied by the rapid obsolescence of the existing skills of untold numbers of workers. Unless a worker can demonstrate his capacity to adapt rapidly to new job demands, he often will find himself without any job.

In the State of Michigan, the dynamic nature of the state's economy is shown by the fact that the State's population has grown from 4.8 million to 8.5 million in the last three decades, a growth rate more rapid than that of the nation. And this rate is presently dependent not on inmigration as it has in the past, but on an increase in the resident population with births in the last decade averaging 200,000 annually and a continued low death rate. Thus, the increase in the labor force is constituted, for the most part, of young workers, with workers under 25 increasing 56% in the present decade. The 150,000 teen-agers reaching 18 annually are entering a highly industrialized, highly competitive economy with the following changes being made in the Michigan labor force in the present decade:

Professional and technical workers	plus 56.5%
Proprietary and managerial workers	plus 15.3%
Service workers	plus 28.8%
Clerical and sales workers	plus 27.5%
Skilled workers	plus 11.4%
Semi-skilled workers	minus 4.0%
Unskilled workers	minus 28.2%
Farm workers	minus 19.3%

Accompanying these changes, an increasingly greater number of Michigan youth are preparing themselves for the present-day world of work by going to college with Michigan college enrollments increasing by 90 thousand in the present decade. Consequently, those who do not go to college, who do not take advantage of their opportunities, are being placed at an increasingly greater disadvantage as fewer younger workers are employed in the semi-skilled, unskilled, service, and farm worker categories.

Thus, the changing nature of work has resulted in the changing nature of the worker. As Clark has put it:

> The advance stage of industrialization changes occupations in ways that bring the higher levels of the educational system into the economic foundations of society. The connection between education and occupation tightens as jobs are upgraded in skill, in new technical positions created as the professions expand, and the upper white-collar segment is made the fastest growing element in the occupational structure. Youth must study in college to qualify for work.

The foregoing trends clearly indicate the need to better prepare disadvantaged youth to take their place as competitive, contributing citizens in our democratic society. Unless they receive this help in their own milieu, they will attempt to enter a world of work that does not desire them. Nowhere is this statement more true than in the setting of inner-city Detroit. In this setting, the Developmental Career Guidance Project attempted to fulfill the following objectives:

1. To aid a selected group of inner-city Detroit public school students to raise and broaden their educational-occupational levels of aspiration and make better plans concerning their post-high school futures.
2. To develop a pilot program designated to better meet the needs of inner-city youth through emphasis on developmental educational-occupational career guidance in grades 1 through 12.
3. To involve the staffs of the participating schools in the program through cooperative planning and development.
4. To systematically evaluate the program through analysis of student plans and attitudes.

In order to understand how the Developmental Career Guidance Project attempted to fulfill these goals, a brief review of the rationale undergirding the activities of the project is in order.

The Developmental Career Guidance Project has focused on and attempted to affect the dynamic developmental growth of the approximately 14,000 students involved. Much of the theoretical framework involving activities has been drawn from the proposition advanced by Super that vocational development is, essentially, a process of attempted implementation of self-concept. In his classic work, The Psychology of Careers, Super made this hypothesis even more clear by stating that vocational self-concepts begin to form in childhood and become more clear in adolescence (31). The work of Tiedeman and O'Hara has shown, further, that there is progressive clarification of vocational self-concepts through the senior high school years. Consequently, it would seem important to attempt to affect the career development process through attempting to affect the self-concept of individuals as they grow. This is not to say that one's social inheritance, personality, and aptitudes do not also have an important effect on the individual's career development, for they do set limits. However, it must be clearly understood that, in the eyes of the project staff, these limits are set much more by environmental factors than by physical inheritance.

Further, one's career development, and in fact one's total development, is clearly crucially affected by one's perceptions of the future as much as it is by his previous experience, as Vernon has stated (34). Thus, society must be committed to help an individual develop to his fullest capacity. The individual cannot develop to a greater extent than that to which he aspires -- and this level of aspiration is affected by his own individual, cultural, and group inheritance. The effect of aspirational level on school progress may be seen in a report from the ongoing longitudinal study of Super. In this, Reichman (26a) reported finding boys' vocational aspiration level to be significantly related to parental occupational level, school curriculum, school grade percent average, achievement-underachievement, and number of school activities.

It cannot be overemphasized that a sense of possible future career success is of the most crucial inportance. As Coleman (Equality of Educational Opportunity, Washington: 1967) found, a pupil characteristic which appears to have a stronger relationship to achievement than all the school factors combined is the extent to which the pupil feels he has control over his own destiny.

It is pertinent, at this point, to discuss the concept of level of aspiration, which the project staff followed and which helped to guide their activities. As the project staff conceived of this concept, level of aspiration refers not only to the setting of goals, but to the individual's willingness to pursue these goals. Level of aspiration, then, is not what an individual actually achieves, for the individual who sets particular educational or occupational goals for himself and then fails to work toward them would seem to be exhibiting a low level of aspiration. This would, further, suggest that there may be a cause-effect relationship between level of aspiration and level of achievement. In regard to minority youth, this would refer to the "self-fulfilling prophecy."

This can be illustrated by a situation where a youth is told, "You cannot succeed, you will not succeed in a particular occupation or in a subject area or in school." The youth then often accepts this and also accepts a lower level goal or occupation. On the other hand, an individual who, when told that he might not be able to achieve a particular goal, but accepts this as a challenge and then redoubles his effort and achieves that goal, would be exhibiting a high level of aspiration.

The level of aspiration concept is of crucial importance to the career development of inner-city youth, for we have considerable evidence that one's level of aspiration is tied very closely to one's perception of his world and especially to one's perception of self (his self-concept).

Wylie (37) has concluded, regarding the relationship of level of aspiration to self-concept that self over-estimation is probably as common as self under-estimation. The effect on behavior, as McClelland has brought out, differs because setting goals and carrying them through is markedly opposed to setting goals and then not carrying them through (24). So, counselors and guidance workers often feel that they have achieved their goal of helping an individual when they get a client to verbalize a goal which is acceptable to them, e.g.: "Don't you want to be successful someday, Johnnie?" "Well, yes, Mr. Jones. I guess I would like to be successful." "Fine, my boy. I know you will buckle down and study now." Following this, the counselor or guidance worker feels he has achieved his purpose.

Unfortunately, the person with a low level of aspiration often might verbalize a desire to achieve but will not take the necessary intermediate steps because he has doubts, unconscious or conscious, that he can truly succeed. Again, this is frequently common among minority youth. Consequently, aspirations of inner-city youth compared with those of suburban youth might seem to be similar on a superficial or strictly verbal basis since youths in both environments may communicate a desire to achieve similar goals. However, the person with a low level of aspiration, because of a lack of real belief and/or faith that he can achieve, will be unable to add the crucial effort which is so essential if his ability is to be translated into success. Henderson (12a) describes this as the difference between real and ideal aspirations with the ideal being what a person would like to achieve, and the real what the person believes he will in fact achieve. Lower class youth are more likely to be conditioned to expect failure in regard to their ideal aspirations because of the experiences of their parents and neighbors.

McClelland has concluded that a higher level of aspiration is one that develops in an environment where individuals are encouraged to achieve goals independently and thus develop independence at an early age. It would seem, then, that one's perception of one's own future and the ability to perceive one's self as a possible success in a given occupation have a critical effect on career development. This is so because if an individual is unable to see himself as a white-collar, professional, technical or skilled worker, he will be unable to pursue the intermediate steps necessary to achieve these occupational levels, no matter how much he may verbalize his desires. Furthermore, role models, experience, family values and attitudes, and group and cultural values also vitally affect both aspirations and behavior of the individual.

Sub-culture and one's surroundings do not alone completely affect the individual's career development. Level of aspiration also reflects one's motivating needs and underlying personality organization. The recognition one receives for his actions, the amount of energy one devotes to achieving more on a certain level, also determine development.

Current studies of aspiration are more numerous than one might initially suppose. It is worth noting, however, that the subjects of many aspirational studies have been middle class youth, or those youth already in college: Dyne's (26) level of aspiration research focused on sociology students in college;

Gilinsky's (8) study of self-estimate and aspiration used college students with no previous background in psychology; Holt's (13) work on aspiration as related to achievement and/or defense behavior, was with college undergraduates. Thus, while the above mentioned studies do offer relevant data concerning aspiration, none of them deal with either inner-city youth or minority group youth.

The following studies were conducted using high school youth as samples: Gist and Bennett (11) in their study of Negro youth noted that highest levels of aspiration were scored by Negro girls when compared to whites. The general results, however, were not clear-cut. Their study also indicated the influence of Negro matriarchy. While matriarchy was present in both groups, its dominant influence seemed to be among Negro youth. This study somewhat contradicted Stephenson's (30) conclusion that Negro occupational aspirations would exceed occupational plans by a larger margin in each social class than in the case of their white counterparts. A uniformity was shown between plans and aspiration, regardless of race or occupation. Haller and Butterworth (12) conducted a study of peer influence upon occupational and educational aspirations. Their results were not conclusive, e.g., that there is a definite intercorrelation between occupational and educational aspiration among peer-pairs. In essence, this study indicates and suggests the need for longitudinal studies to measure changes in aspiration.

Those studies which have been conducted within or at least embracing the lower-socio-economic classes of youth have, as a general rule, dealt only with specific portions of them, e.g., Rosen's research (23), done with tenth graders in New Haven, works specifically with achievement. Wilson's research (36) done in the San Francisco Bay area, consisted of high school boys in urban areas. Aspirational goals for higher education were related to parents' educational level and occupational status. He concluded that the research substantiates the hypothesis that the mother's education and the child's aspiration toward college correlate. Other data in this area of aspiration appear to be of marginal value.

Lerner's (22) study of lower class Negro and white youth indicates with some certainty that in certain cases, Negro aspiration levels are higher:

> Over and above this influence (those who are not mobile are failures) we would posit another pressure which would intensify this drive among Negroes: the acute problem of lack of self-esteem which besets the members of a minority group which has psychologically accepted its inferior status. An inordinate drive toward success can thus be seen as an expression of the search for enhanced self-esteem.

Thus, the relationship between self-esteem and aspiration is emphasized although Lerner did not go far enough in his investigation because of his acceptance of the verbalized aspirations of youth.

Uzell's work (33) with high school Negro boys in North Carolina reveals that there is a significant relationship between levels of aspiration and education, and between aspiration and school success.

The preceeding all give concrete evidence of the need for greater career guidance with Negro youth because of their background and heritage.

The struggle of the American Negro to achieve equality is indisputably one of the most crucial in our times. The riots of the past five years, the enactment of the Federal Civil Rights Bill, and the billion dollar Anti-Poverty Program of the federal government are evidence of the importance of this struggle. Members of minority groups -- including Mexicans, Puerto Ricans, and others, as well as Negroes -- now have the protection of laws against discrimination in employment, education, and public accommodations and housing. Further, many occupations heretofore closed to minority groups are now open to them.

Now that this protection and these opportunities are available, however, new problems previously not apparent have become evident. As Ginzberg has pointed out:

> Because of his history, the American Negro is not prepared in the same way as the white population to take full advantage of the economic opportunities that exist. The Negro must alter many of his values before he will be able to cope effectively with his new situation. (3)

Far too often, the member of a minority group, because of his experience and background, has a distorted perception of what the present-day world has to offer -- and with good reason. Not only have non-whites in general had an unemployment rate over 100 percent higher than their white counterparts, but this difference has prevailed in all occupational groups as well, white-collar as well as blue-collar (5). And this is true even at this stage of unequaled prosperity. Recently as the total number of unemployed dropped, the number of unemployed Negro males over 20 years of age rose (21). In 1967, the "job gap" continues to be a reality. That is, many more Negroes are employed in lower-level occupations than their white counterparts. On the other hand, fewer Negroes are employed in higher-level occupations. Consequently, the non-white youngster often sees the world as being without opportunity for him. He reasons, therefore: "Why bother preparing for such a world?" To cite but one illustration of local common knowledge: the U.S. Post Office in Detroit was for years known as "the graveyard of the educated Negro," since so many Negro employees had attained baccalaureate and higher degrees. Table III illustrates the extent of discrimination on the income of whites and non-whites with equivalent education.

Table III

Median Income of Men 25 Years Old and Over, by Educational Attainment, 1966

		Median income, 1966		Nonwhite income as a percent of white
		Nonwhite	White	
Elementary:	Total	$2,632	$3,731	71
	Less than 8 years	2,376	2,945	81
	8 years	3,681	4,611	80
High school:	Total	4,725	6,736	70
	1 to 3 years	4,278	6,189	69
	4 years	5,188	7,068	73
College:	Total	5,928	9,023	66

Source: U. S. Department of Commerce, Bureau of the Census.

By virtue of his position, the counselor has an undeniable responsibility if he is to face this "major challenge in the counseling and guidance of Negro youth" (3). Minority youth need to be helped to become aware of the opportunities open to them and of how to prepare themselves to take full advantage of these opportunities.

The point may be made that the counselor should not give special attention to any one particular group, for his responsibility extends to all individuals whom he serves. As Briggs and Hummel (2) point out, though, "If the counselor's concern is with the individual child, then he cannot justify rejecting valuable content materials which will assist him in the application of his professional skills in the guidance of thousands of individual students who also are youth of minority groups."

Moreover, in far too many cases, counselors have not been perceived as professionals who have helped non-white youth to "become all they are capable of becoming." Burton I. Gordin, Executive Director of the Michigan Civil Rights Commission, has stated:

> Too often we still hear the charge that the school counselor does not encourage the minority group youngster to seek the training which will prepare him for the expanding job opportunities which every day are being made available to him. More than anything else, the expectation of a productive job can provide the hope and faith which are at the base of this problem. (4)

In many cases, the counselor, although cognizant of his responsibilities, is not aware of the opportunities available to qualified minority group job seekers. Howard C. Lockwood, a representative of Plans for Progress, a voluntary industrial organization, summed up the situation when he said:

> The most serious problem that companies have run into in the last few years is to find enough qualified minority applicants. As companies have sought out and rapidly hired non-whites to fill positions, the supply of qualified applicants has dwindled. (8)

Why is this true? One major reason is the ignorance of minority and inner-city youth: ignorance of the improved situation concerning opportunities for minority youth; ignorance concerning the world of work in general; ignorance concerning the educational and vocational training opportunities available to them; ignorance of the kind of educational and vocational training required for various careers.

Therefore, information about society's opportunities and society's requirements must be provided to each child to help him escape the economic and social ghetto that imprisons or limits him. As John Gardner, the Secretary of The Department of Health, Education, and Welfare, has said:

> The most important thing that society can do is to remove the obstacles to individual fulfillment. This means doing away with the gross inequalities of opportunity imposed on some of out citizens by race prejudice and economic hardship. This means a continuous and effective operation of talent salvage to assist young people to achieve the promise that is in them. The benefits are not only to the individual but to society. (8)

Youth need help -- personal help -- to grow toward maturity. Too often they are called upon to make decisions in isolation.

The loneliness of Negro youth in making fundamental decisions about education is shown in a 1959 study of Negro and white drop-outs in Connecticut high schools:

> Only 29 percent of the Negro male drop-outs discussed their decision to drop out of school with their fathers, compared with 65 percent of the white males (38 percent of the Negro males were from broken homes). In fact. 26 percent of the Negro males did not discuss this major decision in their lives with anyone at all, compared with only 8 percent of white males. (26)

A study of Negro apprenticeship by the New York State Commission Against Discrimination in 1960 concluded:

> Negro youth are seldom exposed to influences which can lead to apprenticeship. Negroes are not apt to have relatives, friends, or neighbors in skilled occupations. Nor are they likely to be in secondary schools where they receive encouragement and direction from alternate role models. Within the minority community, skilled Negro 'models' after whom the Negro youth might pattern himself are rare, while substitute sources which could provide the direction, encouragement, resources, and information needed to achieve skilled craft standing are nonexistent. (26)

This illustrates the fact that when children and adolescents realize the "depressed status of their minority culture -- the perceived absence of opportunity for progress and advancement -- apathy will set into their lives...." (34)

Vernon has further noted, in discussing the development of personality and intelligence, that both personality and intelligence "depend on a child's perception of the future as well as of his past." (34)

Consequently, the Developmental Career Guidance Project has attempted to aid individuals to become more aware of themselves in their world. Objectives of the program, which the staff feels should be the objectives of counselors in schools everywhere, specifically were these:

1. To broaden the perceptual field of inner-city youth regarding occupations and opportunities.
2. To help overcome the lack of planning for the future evident in so many inner-city youth. To aid youth to make realistic plans for their future. This cannot be done overnight. So many youths are so filled with anxiety about immediate necessities -- of satisfying their needs right now -- that they need help with this first. Furthermore, inner-city youth should not be told about "pie in the sky," but rather the truth about opportunities. Then they can be helped to make plans to prepare for their future.
3. To provide better role models. It is not enough to tell youth there are better opportunities awaiting them. It is not enough to show them pictures or provide them with brochures and descriptions. They have to be able, as President Johnson has said in a different context, "To press the flesh." Role models must be found who will provide youth with a better focus for self-evaluation and comparison. O'Hara has stated, and shown that "Role models early begin to exert their influence on vocational choice." (32)

Over-all, the Developmental Career Guidance Project is trying to affect self-concepts of individual students. There is considerable evidence that most inner-city youth do not see themselves as worthy. Minority youth often have damaged pictures of themselves because the world in which they live has rejected them. The effect of this prevailing attitude on the self-concept of the minority youngster is for him to conclude that it is better to be white, and to detest himself for what he is, however much this may be an unconscious process.

Consequently, if youth are to raise their level of aspiration, they must be helped through counseling and selected appropriate career guidance activities to accept themselves and not simply be provided with information. In the delightful musical comedy, "How to Succeed in Business Without Really Trying," there was a splendid example of what all youth should be helped to achieve. The reader may recall a scene in which the hero was about to enter one of those pleasant meetings which occur only in the business world (never in the academic cloister) where everyone in the conference seeks to further his own cause. On his way to this pleasant experience, the hero uses his gold key to go into the executive washroom, where he looks into the mirror and sings.

> "I believe in you. You have the cool clear eye of a seeker of wisdom and truth.... Oh, I believe in you...."

Truly effective counseling and guidance must help youth to believe in themselves, to become better able to take their places as worthy, contributing citizens in our free society.

To achieve this, the Developmental Career Guidance Project was designed to progress in several phases:

Phase I of the Developmental Career Guidance Project consisted of a two-week workshop for school personnel from an experimental region in inner-city Detroit. The workshop was designed to achieve several major objectives, as follows:

First and foremost, Phase I was designed to stimulate the workshop participants to develop a total career guidance program in their own school; to help them think through the initial planning; to work on the actual organization of such a program during the year; to help prepare them to serve as an advisory committee to the guidance consultant who was placed in each school during Phase II of the project. Accordingly, Phase I activities were so structured that participants were talked with not talked at. In only one incident was there "a speaker." This was Detroit City Councilman, Mel Ravitz, who gave the keynote speech. Thereafter, panels were set up whose members were asked to speak for ten minutes and then to interact among themselves as well as with the entire group. In this first phase of the project, participants were helped to discuss in groups what they may have observed or seen. Co-terminal activities were arranged so that workshop members would visit a variety of community agencies, employers, and post high school educational institutions.

A second goal was to help participants better understand and communicate with inner-city youth. In order to accomplish this, participants were encouraged to interact with a panel of youngsters drawn from the Brewster-Douglas housing project. Also, some sixty unemployed inner-city youth were brought to the Guidance Laboratory at Wayne State University in the College of Education so that each participant might have an interview with one of them.

A third major purpose was to realistically acquaint participants with the present employment situation. To help achieve this end, visits were made to a variety of employers: several automobile manufacturers, a department store chain, a bank, two utilities, a major non-automobile manufacturer, an electronics industry, and a grocery chain.

To gain awareness of employment opportunities available to those who have more than a high school preparation was a fourth purpose. Consequently, visits were scheduled to several different types of educational institutions: four year colleges, two-year colleges, and vocational schools.

Finally, the fifth major purpose of the initial phase was to alert participants to various community agencies so that a base of co-operation could be organized that could be built upon during the school year. This helped participants to realize that there is other assistance available for inner-city youth, and helped to strengthen bonds of communication between service agencies and schools.

The over-all goal was to encourage workshop participants to look critically at their school program with an eye toward utilization of occupation and career as a focus for helping inner-city youth raise their level of aspiration and, beyond this, helping them to acquire the skills and knowledge necessary to gain a foothold on that higher level.

The remainder of this report of the Developmental Career Guidance Project describes the setting in which the Project took place; the activities which took place in various schools and at various levels; and the evaluation which has thus far taken place. Of course, the final evaluation must be in terms of effects on student behavior: drop-outs, rate of absenteeism, and, finally, in terms of the careers pursued by graduates.

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CHAPTER II

THE SETTING IN WHICH THE DCG PROJECT HAS OPERATED

INTRODUCTION

The DCG Project has operated in Region VII of the Detroit Public School System since its inception. This region was selected because it adequately met the criterion of location in the inner-city and because the Field Executive Dr. W. Dean Edmundson and principals of the developmental cluster were willing to cooperate with the project. The Detroit geographic region is one known as Harper and Pingree (See Figure 1). This area ranks in the lowest quintile of Detroit sub-communities in regard to such characteristics as, families with incomes under $3,000, number of unemployed persons, Aid to Dependent Children families, and family disorganization. (See Table 2). A further indication of the socio-economic ranking of the experimental region may be gained by a perusal of Table 1, which gives a more detailed indication of certain characteristics of both experimental and control schools according to census-tract data.

Region Seven, located on the east side of Detroit, has roughly thirty schools ranging from elementary to high school, has a student population of about 35,000, and can be compared in size to that of a school district the size of Grand Rapids, Michigan. The D.C.G.P. is working with a constellation of schools, comprised of seven elementary, two junior high, and one senior high school. The school population of the ten schools is approximately 15,000. Involved, then, are a sub set of teachers, students and their families.

SOCIOMETRIC CHARACTERISTICS OF EXPERIMENTAL AND CONTROL SCHOOLS

TABLE I

	% Pop. Inc. Last Decade 1	% Resident Sq. Mile 2	% 6-17 Years 3	Med. Family Income 4	% Prof. & Manag. 5	% Labor & Service 6	% Unemployed 7	% Over 18 not living both parents 8	Med. Ed. Adults over 18 9	% Living in Sound Housing 10	Disrupted Marriages Per M 11	% Non-white 12
ELEMENTARY SCHOOLS												
C1	16.4	12,603	18.6	5,903	8.3	16.5	9.2	13.0	8.6	86.8	81.6	88
E1H	-8.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	181.7	98
C2	-15.8	14,324	22.2	5,091	7.2	20.8	12.5	21.1	8.9	88.2	131.6	99
E2R	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
C3	-17.4	15,751	19.9	5,982	7.2	28.4	18.0	15.8	8.8	69.1	123.4	84
E3S	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
JUNIOR HIGH SCHOOLS												
C4	-32.3	17,866	17.3	4,379	8.0	28.8	16.3	34.8	8.9	68.0	204.9	99
E4Ba	-8.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	199.2	92
C5	-13.0	8,815	18.5	6,174	11.3	13.9	9.2	13.1	9.1	86.0	94.0	61
E5Bu	-17.3	13,455	19.7	5,853	9.3	15.0	10.7	11.8	8.7	82.7	86.4	70
SENIOR HIGH SCHOOLS												
C6	-24.5	5,965	21.9	5,016	7.9	21.5	14.9	22.1	8.4	62.5	135.2	75
E6N	-9.8	9,569	20.7	4,690	18.6	18.9	14.8	32.5	9.6	72.2	156.9	85
AVERAGE												
Control	-19.9	12,554	20.1	5,441	8.3	21.5	13.3	20.0	8.8	75.9	141.8	78
Exp.	-14.5	15,933	21.8	5,023	9.7	20.4	13.5	23.5	9.0	78.8	163.0	88

SOURCES: 1960 Census, United Community Services, Detroit Transportation and Land use Survey (1963)

TABLE 2

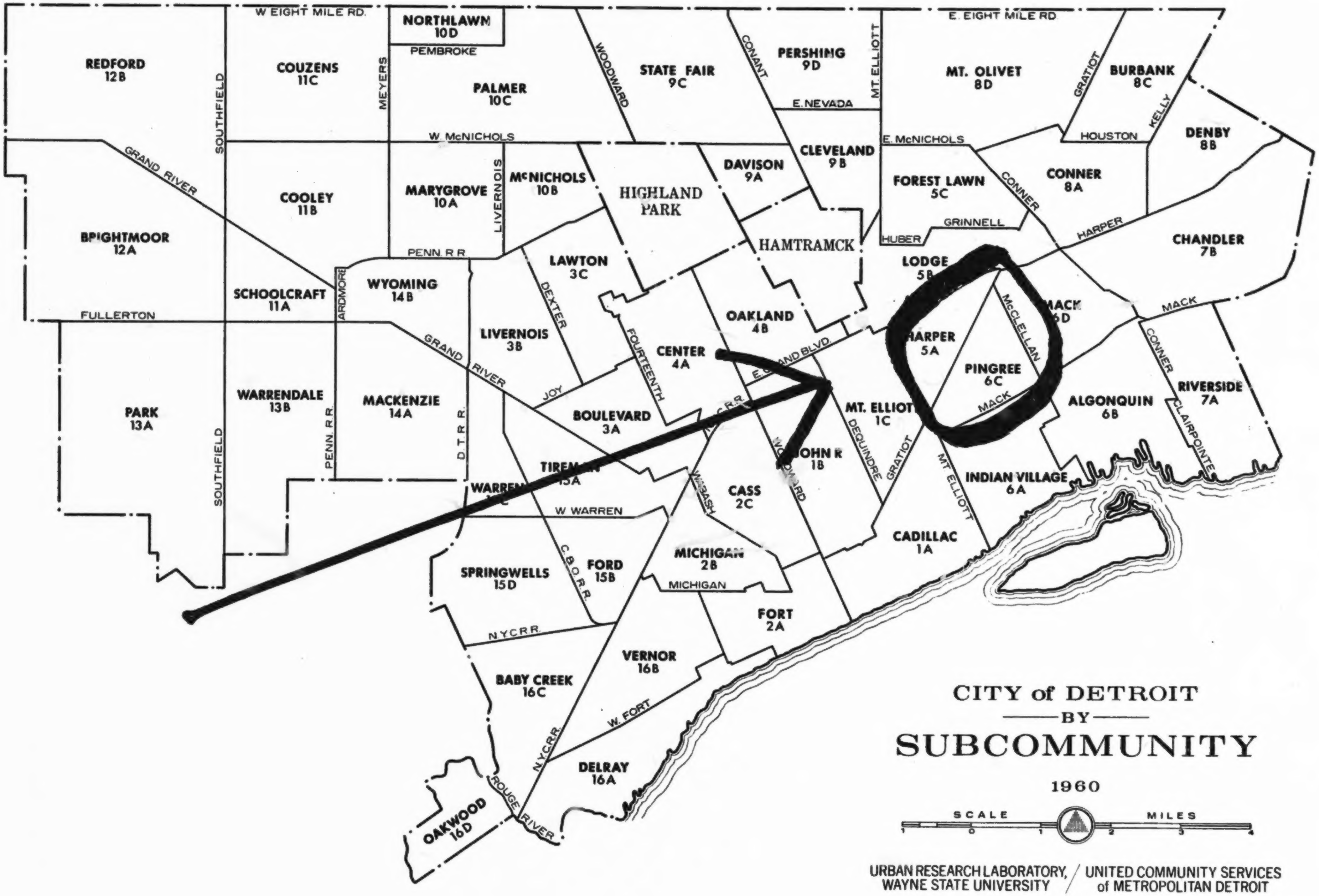
Social Rating of Sub-communities in which Developmental Career Project Operated

(Quintile values of 49 subcommunities in Detroit,
5 representing the highest rating value)

Civil Division	Low income and dependency			Family disorganization		Housing Conditions	
	Families with incomes under $3,000	Un-employed persons	Aid to dependent children families	Disrupted marriages	Children not living with both parents	Sound Housing	Deteriorating & dilapidated housing
Detroit City							
Cadillac........1A	5	5	5	5	5	1	5
John R..........1B	5	5	5	5	5	1	5
Mt. Elliott.....1C	5	5	5	5	5	1	5
Fort............2A	5	5	5	5	5	1	5
Michigan........2B	5	5	5	5	5	1	5
Cass............2C	5	5	5	5	5	1	5
Boulevard.......3A	5	5	5	5	5	3	3
Livernois.......3B	4	4	5	5	5	4	2
Lawton..........3C	5	5	5	5	5	4	2
Center..........4A	5	5	5	5	5	3	3
Oakland.........4B	5	5	5	5	5	1	5
Harper..........5A	5	5	5	5	5	3	2
Lodge...........5B	4	5	4	4	4	2	4
Forest Lawn.....5C	3	5	2	3	4	4	2
Indian Village.6A	5	5	5	5	5	1	5
Algonquin.......6B	5	5	5	[illegible]	5	1	5
Pingree.........6C	5	5	5	5	5	2	4
Mack............6D	5	5	5	5	5	3	3
Riverside.......7A	4	5	5	5	4	3	3
Chandler........7B	4	3	4	4	4	5	1
Conner..........8A	3	3	2	3	3	5	1
Denby...........8B	2	2	1	3	3	5	1
Burbank.........8C	3	3	1	3	3	5	1
Mt. Olivet......8D	2	3	1	3	3	5	2
Davison.........9A	5	5	5	5	5	2	4
Cleveland.......9B	4	4	4	4	4	3	3
State Fair......9C	3	4	4	4	4	3	3
Pershing........9D	3	4	4	4	4	5	1
Marygrove......10A	3	3	2	4	4	4	2
McNichols......10B	4	4	5	5	5	3	3
Palmer.........10C	2	1	1	4	3	5	1
Northlawn......10D	4	5	5	5	4	3	3
Schoolcraft....11A	2	2	1	3	3	5	1
Cooley.........11B	2	2	1	4	3	5	1
Couzens........11C	2	2	1	3	2	5	1
Brightmoor.....12A	3	2	3	4	4	4	2
Redford........12B	1	1	1	3	2	5	1
Park...........13A	1	3	2	3	2	5	1
Warrendale.....13B	4	3	5	4	4	5	1
MacKenzie......14A	3	3	2	4	3	4	2
Wyoming........14B	3	2	2	4	4	4	2

Although a few Negroes had lived in the area for years, until 1950, it was predominantly Caucasian. This area was a literal melting pot for the Italian, German, Polish, Belgian, and other hyphenated Americans, as well as the old stock Americans from Appalachia. Although there were some middle class enclaves, this section of Detroit was composed of working class people. After World War II, many of the younger families moved to suburbia and a housing vacuum occurred which was quickly filled by Negro families who had been uprooted by urban renewal, and by those who had come to the "Promised land" from the rural South. 50% of the population of the region have been residents for 3 years or less according to the Detroit TALUS study. Today, this area is predominantly Negro and is representative of the ills that afflict our cities. Although there are still some white children attending the public schools, many of them attend parochial schools. This is a dichotomy which is prevalent in many areas of Detroit where white and black families co-exist.

Although the area is bordered by heavy and light industrial complexes, there are no major industrial plants within the area itself. Business and commercial enterprises are concentrated on the main traffic arteries. Enterprises are small, many are family owned and operated, and they seldom employ more than three or four workers. Markets, drug stores, furniture stores, bars, gasoline stations, restaurants, barber shops, clothing stores, confectionary stores, jewelry stores, small variety stores -- all these are typical of the type of enterprise found in the immediate school area. In the northern part of the area where the area is narrow, the corner store is rare; in the southern part the corner store is common, though many stand vacant. Observing many of the homes in the area, one could sincerely think he was in the so-called "inner-city." It is only when one closely examines the entire


REDFORD 12B
COUZENS 11C
NORTHLAWN 10D
PALMER 10C
STATE FAIR 9C
PERSHING 9D
MT. OLIVET 8D
BURBANK 8C
DENBY 8B
BRIGHTMOOR 12A
COOLEY 11B
MARYGROVE 10A
McNICHOLS 10B
HIGHLAND PARK
DAVISON 9A
CLEVELAND 9B
FOREST LAWN 5C
CONNER 8A
CHANDLER 7B
HAMTRAMCK
LODGE 5B
SCHOOLCRAFT 11A
WYOMING 14B
LAWTON 3C
OAKLAND 4B
MACK 6D
LIVERNOIS 3B
CENTER 4A
HARPER 5A
PINGREE 6C
PARK 13A
WARRENDALE 13B
MACKENZIE 14A
BOULEVARD 3A
MT. ELLIOT 1C
ALGONQUIN 6B
RIVERSIDE 7A
TIREMAN 15A
WARREN 15C
JOHN R 1B
CASS 2C
INDIAN VILLAGE 6A
CADILLAC 1A
SPRINGWELLS 15D
FORD 15B
MICHIGAN 2B
FORT 2A
VERNOR 16B
BABY CREEK 16C
DELRAY 16A
OAKWOOD 16D
W EIGHT MILE RD.
E. EIGHT MILE RD
PEMBROKE
SOUTHFIELD
MEYERS
WOODWARD
CONANT
MT. ELLIOTT
E. NEVADA
GRATIOT
KELLY
HOUSTON
W. McNICHOLS
E. McNICHOLS
GRAND RIVER
LIVERNOIS
CONNER
GRINNELL
HUBER
HARPER
PENN. R R
ARDMORE
FULLERTON
DEXTER
FOURTEENTH
E. GRAND BLVD.
McCLELLAN
MACK
JOY
D.T.R.R.
C.R.R.
WABASH
DEQUINDRE
CLAIRPOINTE
W WARREN
C.B.O.R.R.
MICHIGAN
NYCRR.
W. FORT
ROUGE RIVER
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0
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CITY of DETROIT
BY
SUBCOMMUNITY
1960

URBAN RESEARCH LABORATORY, WAYNE STATE UNIVERSITY / UNITED COMMUNITY SERVICES of METROPOLITAN DETROIT area including side streets, and looks closely both at the exterior and interior of the predominantly one and two family houses that the true nature of the community emerges.

Six schools composed the original project group. These included three elementary schools, two junior high schools, and the senior high school. In the fall of 1966, four additional "feeder" elementary schools were added for a total of ten schools in the project area. There are four additional elementary schools in the Kettering Senior High School service area located on the fringes of the region which have not been included in the project either because of a lack of funds or because their population was not similar to that of the other schools. All research data represents the six "original" schools which began the project in 1965.

CONTROL SCHOOLS

Control schools were selected to **match** the experimental schools as closely as possible. As can be seen in Table 2, differences in regard to the selected census tract data are not great. In order to determine whether or not these differences were significant, rankings were made and the Friedman analysis of variance by rank test was carried out. The results, shown at the bottom of Table 3, reveal no significant differences (W=.089). Thus, the assumption could be made that students from the experimental and control schools were comparable.

The rankings of students of the experimental and control schools on certain standardized tests are indicated in Table 4. These represent the latest available data from the Office of Evaluation and Research of the Detroit Public Schools. The practice in the Detroit Public Schools is to determine a composite percentile ranking based on income, the percentage of overageness in the school,

TABLE 3

RANKINGS OF EXPERIMENTAL AND CONTROL SCHOOLS ON SELECTED CENSUS CHARACTERISTICS AND FRIEDMAN ANALYSIS OF VARIANCE BY RANK TEST

AVERAGE EXPERIMENTAL AND CONTROL SCHOOLS

	% Pop. Inc. Last Decade	# Residents Sq. Mile	% 6-17 Years	Med. Family Income	Prof. & Manag.	% Labor & Service	% Unemploy-ed	% Over 18 not Living both Parents	Med. Ed. Adults Over 18	% Living in sound Housing	Disrupted Marriages per M	% Non-white
	1	2	3	4	5	6	7	8	9	10	11	12
CONTROL												
Elem C1	6	4	2	10	7	3	1	2	2	11	1	6
Elem C2	5	6	8	8	3	6	4	5	7	12	5	11
Elem C3	8	9	5	11	4	11	12	4	4	3	4	4
JHS C4	12	10	3	1	6	12	11	12	8	2	10	11
JHS C5	4	2	1	12	11	1	1	3	11	10	3	1
SHS C6	11	1	7	7	5	8	8	6	1	1	12	5
Avg. Rankings	7	7	4	9	6	7	7	4.5	6.5	6	4	4.5
EXPERIMENTAL												
Elem E1	1	11	11	3	1	10	9	9	10	7	9	10
Elem E2	10	7	9	5	8	6	5	8	4	5	7	8
Elem E3	10	8	10	6	9	6	6	7	6	6	6	8
JHS E4	1	12	12	4	2	9	10	10	10	8	8	7
JHS E5	7	5	4	9	10	2	3	1	3	9	2	2
SHS E6	3	3	6	2	12	4	7	11	12	4	11	5

Friedman Analysis of Variance Rank - Test

$W=\frac{12\ D\ 2}{R2\ (C3-C)}$ $W=\frac{12\ (1841)}{144\ (1716)}$ $W=\frac{22092}{247104}$ $W=.089$ (N.S.)

scholastic achievement, scholastic aptitude, and the racial composition. Thus, Table 4 indicates that the pairings of the experimental and control schools was acceptable since in no case did the differences in these composite percentages exceed four percentage points. In that case, (E_2 and C_2), the experimental elementary school ranked at the 21st percentile and the control school ranked at the 25th percentile. The interested reader will, further, note that in almost every case, the achievement and aptitude ranking of the control schools was higher than that of the experimental schools.

Thus, the pairings of the experimental and control schools was deemed adequate so that the evaluation of the results of the Project's activities on students and faculty, as described in Chapter 6, could be carried out.

TABLE 4

RATINGS OF EXPERIMENTAL AND CONTROL SCHOOLS ON STANDARDIZED TESTS, OCTOBER, 1965

ELEMENTARY SCHOOLS

	Iowa Basic Skills						California Mental Maturity					
	Grade 4 Composite Stanine			Grade 6 Composite Stanine			Grade 3 Mean Stanine			Grade 5 Mean Stanine		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Elem. E1	62	3.12	1.3	56	4.51	.94	61	3.01	1.1	49	3.79	1.1
Elem. C1	124	4.12	1.8	126	5.23	1.4	111	3.26	1.2	41	3.9	1.3
Elem. E2	61	2.70	1.1	53	4.72	1.2	58	2.80	.89	52	2.77	.89
Elem. C2	60	3.30	.76	56	4.56	1.3	63	3.25	1.2	54	2.88	1.2
Elem. E3	81	3.55	1.3	75	4.65	1.5	78	3.22	1.2	65	3.36	1.1
Elem. C3	73	3.83	1.5	51	4.8	1.4	61	3.53	1.3	61	3.59	1.2

Junior High Schools

	Grade 8 Composite			Grade 7		
	N	Mean	S.D.	N	Mean	S.D.
JHS E4	306	2.83	1.4	371	3.38	1.3
JHS C4	285	2.92	1.4	275	3.39	1.1
JHS E5	318	3.39	1.6	321	3.69	1.4
JHS C5	341	4.19	1.6	349	4.26	1.3

Senior High Schools

	Sequential Tests of Educational Progress			Grade 10 School and College Ability Test		
SHS E6	549	3.33	1.5	549	3.56	1.5
SHS C6	383	3.96	1.5	383	4.13	1.5

All above scores based on National norms (National Mean: 5.0)

Detroit Public Schools 1965 Composite Percentile Ranking
(Based on above scores, median income, % of overageness, and non-white enrollment)

E1	30%ile	E2	21%ile	E3	27%ile	E4	9%ile	E5	35%ile	E6	24%ile
C1	30%ile	C2	25%ile	C3	28%ile	C4	11%ile	C5	38%ile	C6	26%ile

CHAPTER III

CAREER GUIDANCE: A DEVELOPMENTAL PROCESS:

Rationale and Broad Objectives for Activities

Developmental career guidance is an on-going process. This concept is, and has been, at the core of the DCG Project. Stress is continually given to developmental aspects of career knowledge, aspiration, choice, and planning as these are present in growing boys and girls. Stress is given to the ever-changing nature of society: the world of work, social forces and institutions, educational preparation for adult life. Stress is given to guidance and counseling which is based upon our knowledge of growth and development patterns in young human beings.

Guidance thus oriented is conceived as being dynamic, contiguous with growth stages, relevant to the real world of work as it exists and evolves, and integrative of multiple old and new experiences. But such a conception cannot be seen as unrelated to what happens to a growing youngster in his classroom, his peer group, or his home life. Nor can it be seen as simply the province of one educational helper, the guidance counselor. Rather, such a conception involves a totality, the various parts of which contribute to a unified center of interest. All those people and learning experiences which contribute to the development of a child are included.

Work, as a center of interest around which to build a curriculum and a guidance program, is uniquely appropriate. Practically every school subject, every physical, social, and mental skill, every structured or unstructured educational experience can be related to work, either directly or indirectly. As a focus, a matrix, it serves as no other.

The need for a broader spectrum of experiential knowledge among culturally disadvantaged youngsters is manifest, if they are to trade their ill-begotten circumstances of life for those higher up the socio-economic scale, if they are to participate equally in the offerings and opportunities of an affluent and open society, if the forces which oppose such upward mobility are to be mitigated. Low levels of aspiration, poor self-concepts, lack of adequate academic and social skills, decelerating scales of motivation: these and a host of other characteristics found among youngsters whose lives begin and take shape at the bottom of society's social structure have been described again and again. It is among this segment of our population, where work models are few, where broad knowledge of the political, economic, commercial, and industrial aspects of the world are lacking, where life is unplanned and often chaotic, where distractions are legion, self-discipline is misdirected, and the unknown and misunderstood power of others often threatens survival that a program such as the DCG Project, at once both remedial and burgeoning, may be significant. At least this hope and motive gives determination, drive, and dedication to all who are associated with it.

With so much said, it can be understood that the most prominent and over-riding objective of the program has been and continues to be the increase in awareness about all phases of work in every child in every school in the project. An all-embracing effort has been made in the first year of operation to create an atmosphere in the project schools where a consciousness of the world of work is unavoidable. Building upon whatever base exists in the young child as he enters school, the DCG Project is designed to add work knowledge and experience, in proportions commensurate with the child's ability to absorb, as he rises through successive grades.

A second dominant objective of the program is to help every child to develop a realistic and functional awareness of himself as a worthwhile human being who will one day cross the threshold of the world of work. Individual potential, attitudes, values, skills, aspirations, interests, aptitudes, perceptions, relationships, self-image: all are focal points.

A third major objective is to inform, involve, and coordinate all significant others, those who affect the personality development of each child, into a smooth-working team. Common understandings, interests, and points of view are sought. Thus, interaction between groups and among group members is vital, and effective communication is a constant concern.

The foregoing is not meant to convey the impression that the project staff perceives career guidance as either occuring at a point in time or that provision of occuaptional-educational information is the sole concern of the counselor. Rather it is recognition of the concept that guidance is a function that should permeate the educational process and serve all youth--not just a particular segment of "problem" children. This is not to say or even imply that interpersonal counseling skill is not basic to a sound guidance program--only that it is not the only acativity and that all students can and must be helped to progress in their educational-occupational careers.

Recently, for example, it was reported by Coleman that of all the variables measured in the recent U.S.O.E. survey Equality of Educational Opportunity (2), "the attitudes of student interest in school, self-concept, and sense of environmental control showed the strongest relations to achievement." Certainly these student attitudes are of prime concern for the school counselor at every level--elementary, junior high, and senior high. Certainly facilitating the healthy development of these attitudes should be primary objectives of any guidance program. Certainly activities designed to aid the development of self-concepts and above all to aid students to gain a feeling of control over their own destiny should form the backbone of any fully-functioning guidance program. Certainly these phychological factors should be considered part of the theoretical framework which should undergird any guidance program.

In how many cases, however, do we find any sort of rationale for the activities being carried on in guidance programs? In far too many cases guidance counselors are ruled -- just as absolutely as many students -- by the tyranny fo the immediate. In other words, day-to-day activities are carried on without thought about why whatever it is that is being done is being done. Operating in this fashion is analogous to traveling through strange territory without a road map which not only helps to guide our activities, but also helps us to see where we've been, thus making it possible to evaluate the effects of our activities. Yet, it must be noted in too many cases this aimless procedure is due to nebulous constructs that are very difficult to translate into practical terms. For example, let us look at self-concept, one of the crucial factors in regard to achievement. What does this psychological construct really mean to most of us? Further, what programs and what activities have been desigend and are in operation to provide for the development of better self-concepts? The point here is that self-concept, despite the fantastic number of studies dealing with this construct, is a nebulous one when we attempt to make this operational.

Let us next examine the attitude of "sense of environmental control" -- also mentioned in the Coleman report. What programs can and should counselors implement to improve this sense of environmental control? More importantly, what programs have been implemented?

Any number of constructs could be cited that are theoretically impressive but do not seem to be of great value in regard to aiding the establishment of meaningful guidance practices designed to aid youth in becoming all they are capable of becoming. A great deal has been written about freedom in the guidance literature recently -- especially in the philosophical aspects of guidance theory. But how is the individual to be helped to achieve freedom? And what kind of freedom? And how is the individual to be helped to feel a sense of freedom? Timothy Leary, the prophet of hipsterdom says that, "... freedom to do your own thing is the backbone of the new love revolution." The freedom students are seeking is the freedom of choice -- and especially as it affects their future.

For far too long freedom for students has been measured in terms of allowing students, encouraging them, forcing them to make a vocational-educational choice at some time in their educational career. At the end of the eighth grade in most cases, students have to make some kind of choice regarding several elective subjects in the ninth grade. In most cases this process is a "happening" that takes place within 10 minutes, an hour, possibly a week. Then, the "happening" is over -- a pretty short-lived "trip" -- until some time later in the student's high school career when again he might be asked to make a choice. In the case of most students, in fact, career development is just such a series of unrelated events. Someone confronts the student and asks, "What are you going to be when you grow up?" The student gives an answer that satisfies the questioner in one way or another and goes on his way. The culminating event is usually one wherein a father takes his child into a room and closes the door with the pronouncement, "Well, Johnny (or Janie we've got to have a serious talk."

In most cases the child thinks, "Oh no, here we go with the birds and bees again." But to his surprise the question this time is, "We have to make some kind of decision about what you're going to be." The decision they come to is usually transitory in nature, but it does satisfy the parent and takes the pressure off the child.

For far too long vocational guidance has been accepted as taking place at a point in time wherein an individual comes to a certain age and then -- at that precise moment -- chooses a career. This concept originated with Frank Parsons at the Boston Breadwinners Institute soon after the turn of the century. Unfortunately, too many guidance workers have not progressed beyond that point.

We now know that career development takes place over a period of years; and that a person's previous experiences significantly influence his vocational choice. Seen in this context, then, the actual career decision, when it occurs, is but the culmination of a continuous, continuing series of choices that begin with birth, as Super (9) has pointed out.

We know further that when an individual has some knowledge of his interests, abilities, aptitudes, and attitudes, and when he is provided with some information on the world of work, there appears to be more crystallization of career goals, planning and choice. The child's attitude towards himself, moreover, will influence his perception of tasks confronting him as well as his perception of the future.

Most teachers, as well as parents, are quite aware that a child's previous experiences with a task will influence his thinking when that task, or a similar one, once more presents itself. Further, a child's needs, as well as his previous experiences in related areas, will also influence his performance with that particular task. The implications are clear: students must be aided to gain experience in reality-testing as well as self-knowledge so they may grow toward vocational maturity. In essence, elementary school students must be assisted so they may fantasize about many different occupations, gain experience in playing different types of roles, and become aware of the many different factors to take into account when making a choice. For example, opportunities to learn about the rules of work and to have work-related experiences, are, for the school child, vocational development opportunities of major importance and ones that will influence the child's later reaction to work or to work related situations. In later years, the career development process can focus on more reality-oriented activities. Behavior, we know, is purposive and acquires its meaning in a social setting. As the significant longitudinal studies at the Fels Research Institute (6) and by Super's continuing research with the Career Pattern Study have shown, behavior during the early years is highly predictive of later adult behavior.

We know, therefore, that opportunities we may give to school children to grow in self-reliance and independence and to help them become involved with real work experiences is related strongly to the development of individuals.

Again, the implications for guidance practice is clear; an organized program to aid students to progress toward their future career goals is a necessity if we are truly to help children make their future dreams a reality.

A framework around which such a program could be organized would naturally have to take into account the vocational development tasks a child has to accomplish. These, as Super (10) has conceptualized, are as follows:

Vocational Developmental Tasks

To Learn:

Elem.
Dependency
Independence
Social Interaction
Industriousness
Goal Setting
Persistence

Jr. H.S.
Socialization
Coping with School
Dealing with family attitudes and values
Passing school subjects

Sr. H.S.
Choosing curriculum
Developing study habits
Making tentative educational-vocational choices
Implementing self-concept

Once these are taken into account, it can be seen that the vocational developmental opportunities presented to an individual are also crucial. Providing the following opportunities can be seen to be of importance (10):

Vocational Developmental Opportunities

Opportunity to:

Elem.
React to parental handling and attitudes
Explore environment
Develop peer relations
Develop authority relationships

Jr.H.S.
Learn about world of work
Develop attitudes toward school and school subjects
Have after-school work experiences

Sr. H.S.
Academic exploration
Occupational exploration
Social role exploration

It can be seen that aiding children to take advantage of their opportunities will aid them to progress in their self-understanding. A child can be meaningfully aided to understand himself, to accept his strengths and liabilities, and to develop a wholesome attitude toward himself. It might very well be that the most important item in any positive self-concept as it relates to occupational choice.

An organized program to further career development must be developed if we are to fulfill our obligations to boys and girls, if we are to truly help youth become all they are capable of becoming. Further, if such a program is to be effective, it must be organized and coordinated. The classroom teacher and the guidance specialist must work as a team in providing this service. It is never too early to start. Too often, it is too late. As Van Hoose and Leonard have stated:

> Vocational guidance is necessary to the task of socialization, i.e., preparing young people to become functioning and contributing members of society. Socialization is more than just helping the child learn to get along with others and to become an effective part of our

> society. Socialization refers also to the process through which a person utilizes his talents, his abilities, and his skills for the good of himself and for society. In our competitive society, we expect and, except in unusual cases, demand that each individual make some contribution. Work is essential, and if a person is to find his place in life, he must be prepared to function as a worker. ....school children can be helped to understand the importance of work and the effects of work upon their lives (11).

A developmental approach to counseling and guidance wherein all students are aided to develop to their utmost is necessary and more effective in meeting student needs. Most students appreciate professional help in their development and we are quite possibly in error when we provide counseling only for "problem" students who desire counseling for a particular purpose at any time.

The Developmental Career Guidance Project has accepted as an underlying rationale career development theory as synthesized by Super (9). There are many variations of career development theory as articulated by Bordin, Ginzberg, Holland, Pepinsky, Roe, Tiedeman, and Super among others. It must be emphasized that career development theory is not the only theoretical approach and that utilization of career development theory does not mean that the entire guidance program will be oriented towards helping youth to choose careers. Utilization of career development theory as a rationale for the guidance program does, however, provide the aforementioned road map as a guide for activities with pupils, teachers and parents.

Activities can and must be designed to aid the intellectual, personality, and social development of pupils. Career Development, therefore, as a focus for guidance seems uniquely appropriate.

In far too many school situations the guidance program has either not been given the opportunity to truly evolve into an activity that affects all aspects of the school or has been restricted to servicing a small segment of the student population. The Coleman report emphasizes that, "a pupil attitude factor which appears to have a stronger relationship to achievement than do all the 'school' factors together is the extent to which an individual feels that he has some control over his destiny." (2)

Although the Developmental Guidance Project has been concentrating on servicing inner-city youth, the project staff feels strongly that the foregoing conclusion applies to all youth in all school situations. The tremendous waste of human resources attested to by the high college drop-out rate is silent testimonial to the validity of this feeling. All youth need the opportunity to appraise themselves, to consider possible future alternatives, to gain meaningful information concerning their world, and to make plans for themselves. With disadvantaged youth the problem is, of course, more critical for their "margin for error" is much less. With them there are fewer familial and community resources to help compensate for the failure of the educational system to effect the guidance function.

In an attempt to implement the foregoing, a number of specific activities have either been designed or have evolved during the course of the project's first three years. These activities have been organized under the leadership of the guidance team, consisting of a professional guidance consultant (to differentiate them from the "regular counselors" in the school) and two para-professionals. Their job descriptions follow.

PROFESSIONALS: GUIDANCE CONSULTANTS

JOB DESCRIPTION: Based on the D.O.T.

GUIDANCE COUNSELOR -- (professional and kin.) II. 045.108; vocational advisor; vocational counselor. Counsels individuals and provides groups with educational and vocational guidance services: Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources to appraise their interests, aptitudes, abilities, and personality characteristics for vocational and educational planning.

Compiles and studies occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives. Refers students to placement service. Assists individuals to understand and overcome social and emotional problems. Engages in research and follow-up activities to evaluate counseling techniques. May teach classes. May be designated according to area of activity as COUNSELOR, COLLEGE; COUNSELOR, SCHOOL.

A. Employer Variance

Develops group career activities in cooperation with teaching staff, arranges field trips and career and vocational opportunities, publicizes educational and occupational information, works with students individually and in groups to further career development; furthers cooperation with Employment Service and Community Agencies, arranges community programs, conducts research activities, and directs efforts of two sub-professional members of team.

B. Qualifications

1. Master's degree in Guidance and Counseling (or the equivalent) including counseling practicum.
2. Three years of teaching in the inner-city.
3. One year's experience in guidance and related activities.
4. Warmth of personality, commitment to youth as judged through interview.

C. Example of Weekly Schedule

	Monday	Tuesday	Wednesday	Thrusday	Friday
MORNING	Developmental Career Guidance Staff Meeting ------ Aid in preparing students for Field Trip	Field Trip to Business and Industry	Demonstrations of Career Guidance in Classrooms Follow-up Activities from Field Trip	Group Guidance ------ Conference with Principal	Group Guidance ------ Teacher Conference
AFTERNOON	Group Counseling ------ Teacher Conferences -------- Meeting with Guidance Committee	Community Relations with Agencies ------- Individual Counseling	Contact with Employers ------ Small Group Counseling --------	Conferences with Sub-Profs. ------- Planning of Parent Meetings ------- Parent	Evaluating Research ------ Report Writing ------ Individual/ Small group Counseling

OPERATIONAL FUNCTIONING

A Developmental Career Guidance Consultant was assigned to each of the six member schools in the project. All of these professionals were qualified counselors, with at least a master's degree in counseling and guidance. Though they were considered as supplementary staff with specific duties to perform and had a specific role to play not connected with school administrative functions, they were under the authority of the school principal and they received a salary commensurate with their tenure and status as counselors in the Detroit Public School system.

The guidance consultants operated at three different educational levels, but essentially their roles were alike. The variations in their performances were related to the different developmental needs of students at various ages and to differences between the educational institutions which serve those developmental stages. Elementary schools in Detroit, for example, do not employ guidance counselors. It was therefore necessary to establish a guidance program within the project elementary schools, to interpret guidance principles and practices to the staff. The consultants assigned to elementary schools had, in addition to their specialized training in counseling and guidance, teaching experience in the elementary division: they were cognizant of elementary school administration and operation, curriculum, child growth and development patterns, and the special relationship of the elementary school to the home and community. Similarly, the senior high school consultant had counseling and teaching experience in the senior high school, knew how to work through department heads, understood the work-training programs, the various curricula, the college admissions and job placement procedures peculiar to the senior high. The exploratory nature of the junior high curriculum, the first probings into the world of work by youngsters of this age, the need to make a decision about a high school course of study:

these and other circumstances peculiar to the junior high were well understood by the guidance consultants at that level.

The guidance consultant in each of the schools served as the leader or expert for the Developmental Career Guidance Project. The D.C.G. Committee represented a core of key people who were extremely vital in implementing project aims and activities, in keeping constant the career guidance atmosphere and attitude in the school. However, direction, stimulation, and follow-up, is provided by the guidance consultant. The creative ideas of committee members and other interested staff members were important, but the chief innovator, arranger, and public relations specialist must remain the guidance consultant. To be effective in his role, he needs to secure a good working relationship with the school principal, counselors, department heads, and other key staff in the building, while remaining approachable and accessible to all the teaching staff and students.

An outline follows which is intended to serve as an illustration of the scope of activities of the guidance consultant, to help define his role. The outline is a report of the activities and working relationships of the consultant who served in the senior high school, where undoubtedly a greater number of activities occurred due to the special nature of the school: larger, more variety, greater student proximity to the world of work, etc. However, the outline encompasses the areas in which all the consultants operated and is in most respects typical.

4. PARA-PROFESSIONALS: STUDENT AIDES

JOB DESCRIPTION: Based on D.O.T.

EMPLOYMENT CLERK - (clerical) 205.368. Interviewer, reception interviewer. Interviews applicants for employment and processes application forms; interviews applicants to obtain information such as age, marital status, work experience, education, training, and occupational interest. Informs applicants of company employment policies. Refers qualified applicants to employing official. Writes letters to references indicated on application or telephones agencies, such as credit bureaus and finance companies. Files application forms. Compiles reports for supervisors on applicants and employees from personnel records. May review credentials to establish elegibility for applicant in regard to identification and naturalization. May telephone or write applicant to inform him of acceptance or rejection for employment. May administer aptitude, personality, and interest tests. May compile personnel records (PERSONNEL CLERK).

A. Employer Variance:

Assists vocational advisor in keeping records, works with groups of students, provides vocational information when asked, answers telephone, sets up bulletin boards in school, advises "big brother" and "big sister" activities as well as other clubs, serves as role-model to students in school, and works in cooperation with other members of guidance team.

B. Qualifications:

1. Unemployed resident of region.
2. Attending Kettering High School.
3. Experience in working with youth.
4. Interest in helping youth.
5. Sound character traits.

OPERATIONAL FUNCTIONING

The guidance consultant is a professional, trained to organize and implement the Developmental Career Guidance Project. Certain functions and duties necessary to the project are best fulfilled by student aides and adult subprofessionals. Such assistance frees the consultant, allows him to direct his energies and efforts more effectively, and thus lets him make better use of his professional training.

Six student aides were selected from the 10th graders of the participating high school. The guidance consultant in that setting interviewed several students for the jobs. Each of the chosen applicants were sent to one of the project schools where he or she was again interviewed by the receiving consultant.

Once student aides were hired, they took on six different faces to meet the needs of the six different schools in which they were employed. Their jobs in general involved:

1. Clerical assistance.
2. Preparation of school bulletin boards.
3. Distribution of some occupational materials.
4. Office organization.
5. Assisting with groups of children.
6. Serving as hosts and hostesses for school projects.

More specifically, one student aide assigned to an elementary school had an extensive background in French. Under the supervision of the guidance consultant, this aide taught a curricular course in French to a small group of elementary school children after school. In a junior high, another student aide exhibited artistic abilities. She designed numerous bulletin boards, displays, program covers, and other materials useful to the project. These are only two examples of the recognition and utilization of individual talents. It can be said that the DCG Project not only gave work experience to student aides, but also allowed and encouraged them to develop and practice their own interests.

5. PARA-PROFESSIONALS: COMMUNITY AIDES

JOB DESCRIPTION: Based on D.O.T.

CASE AIDE - (profess. & kin.) 195.208. Works on simpler aspects of cases or provides service to less complex cases, under close and regular supervision of CASEWORKER.

A. Case Aide.

Assists case worker by handling simpler aspects of cases or independently instructs more routine cases, to assist clerks in solution of problems requiring limited judgment, authority, or training.

B. Employer Variance.

Contacts families of students to help publicize career opportunities and necessity for education; refers parents, if necessary, to community agencies; contacts employers in region, arranges field trips for parents to employers, arranges and supervises programs for parents in region regarding educational and vocational opportunities.

C. Qualifications.

1. Unemployed resident of district.
2. Warmth of personality, commitment to youth, good character traits.
3. Some sort of experience working with youth.

OPERATIONAL FUNCTIONING

One of the roles of the consultant involved developing a close working relationship between the school and the community. To assist him in this difficult task, he needed a liason person from the area to help coordinate and provide articulation between the two areas.

Adult para-professionals were selected from each school's community by the guidance consultant. They were chosen on the basis of their activism within the community in order to best fulfill the need for school-community interaction.

With leadership from Wayne State University and the guidance consultants, the adult sub-professionals set about organizing parent groups through coffee hours, parent classes, and individual home visits. Each adult aide was given the option to work with the group size with which she felt most comfortable. She used the "Better Living Booklets," published by the Science Research Association in the planning of discussions. Through such organization, the aide kept parents abreast of school activities and vice versa for a more enlightened school community.

Although the adult aide was mainly responsible for contacting and program-planning with parents, she also accompanied school groups on field trips, assisted with occupational surveys, offered clerical help, and contributed to general office maintenance. Consequently, the sub-professional became vital to the success fo the DCG Project.

The role, training, and activities of the adult aides are stressed in greater detail below:

A. Definition: The six adult community aides were hired on the basis of their being "bridge" people. This is, they were indigenous to the community, yet able to communicate with the professionals. The aides were "influence agents" with both groups, the community and the professionals.

B. Goal: The community aides' major thrust has been to reach the adult members of the community, to influence these adults and increase their impact on the career development of the young people living in the community. This goal was predicated on two assumptions:

   1. That parent attitudes about school and children's careers are crucial to career development.

   2. That community aides are essential for reaching parents who, for many reasons, have some negative attitudes about school and school personnel.

Thus, community aides focused on understanding parents, developed ways of reaching parents, and tried to help parents better understand their children's career development needs.

C. Role: The community aides have filled their role by engaging in the following activities:

   1. Clerical: cataloging, filing, recording, typing.
   2. Telephoning: handling routine messages, setting up appointments.
   3. Making visual aids.
   4. Meetings:

      a. Community groups.
      b. Parents.
      c. School Staff.
      d. Students.
      e. Supervisors.
      f. Project personnel.

D. Training: The training of these adult women was explicitly designed to be informal and oriented toward the development of attitudes rather than mastery of content. This was done through frequent meetings of the community aides with the director and/or University consultants and/or one of the professional guidance consultants. The meetings were informal, one being at the home of the University consultant most directly involved with their training. It must be emphasized that each aide received the bulk of her orientation and training on the job through the close supervision and one-to-one relationship enjoyed with her professional guidance consultant.

Training of sub-professionals was directed towards helping them to adjust to the particular demands and needs of their location in accordance with general principles. The substance of the meetings fell into three areas:

1. General warm-up conversation: "Getting to know you."
2. Each person discussed problems, program, and progress in her school.
3. Discussion of issues raised by aides. For example, as a result of their home visits, the aides found that many parents had multiple problems such as the lack of adequate living conditions, ill health, employment difficulties, etc. Consequently, the professionals discussed community agencies and appropriate ways of making referrals. An outcome of this was a visit by the group to a Total Action Against Poverty Center located in the project area.

E. Principles of Training:

1. Para-professionals are central to the progress and success of an inner-city school project.
2. Para-professionals can develop ways of reaching hard-to-reach parents.
3. Para-professionals work best with informal training.
4. Para-professionals work well when professionals define the over-all tasks and leave methodology to the creativity of the sub-professional.

An outline of the in-service training program for aides is available from the Project director on request.

Chapter IV

Developmental Career Guidance Activities

An overall indication of the scope of the DCG program may be gained by the following "highlights" of the 1967-8 school year. These indicate activities in all ten schools.

Counseling and Guidance

6987 Individual Counseling sessions with 2,862 individual clients.
313 high school students selected as "targets" for family visitations and individual attention because of their academic potential.
319 Field Trips for 15,000 students taken to cooperating employers.
Group Guidance Sessions on Future Opportunities established in all ten schools using text developed by project staff.
398 speakers from various career fields brought into schools.
College student counselor-aide programs established in five schools.
Family counseling groups established for 176 families.
Mental Health program initiated in all ten schools.

Curriculum and Practices - Materials

School Employment Services established in five schools.
Ten training meetings held with 65 administrators, teachers and community leaders in project area. Authorities from throughout the community and nation met with groups.
Handbooks for Teacher Involvement in Career Guidance completed in both elementary and secondary levels.
Charm and Grooming Classes established for girls in six schools.
Negro History Week Programs held in all ten schools with prominent speakers from various career fields.
Assemblies sponsored in 20 other high schools for 35,000 students on Job Opportunities.

Community Contacts

Contacts made with 40 employers on a regular basis and 50 on an occasional basis.
Six Girl Scout Troups established for 180 girls.
First inner-city Little League organized in Detroit.
Three Campfire Girl Programs established.
Junior League tutoring program established in four schools.
Members of seven Block Club Advisory Boards.
Cooperated in establishing the TARGET Occupational Program.
Co-sponsored and organized award-winning 40 program radio series on Job Opportunities.

Parent Involvement

31 Special Parent Programs held for 4,200 parents.
65 Parent tours held for 1850 parents.
Business-sponsored luncheons held for 375 mothers.
Dad's Nite held for 135 fathers.
Regular Parent Classes on "Helping your Child" in eight schools.
Home meeting programs under way with 475 meetings held in community by community aides.

In general, the activities which have been carried on in the DCG Project may be organized into the following eight categories:

I. Counseling:

A. Individual vocational career counseling: students have been encouraged to seek understanding of themselves through individual conferences. They have been helped to examine themselves and to broaden individual perceptions.

B. Group counseling: selected groups of children have been organized and worked with in scheduled conferences. Counseling has focused on common problems, perceptions of self and others, reality testing related to school progress, development of social skills, examination of vocational aspirations and interests, and examination of attitudes and values. Means of setting up groups and encouraging individual counseling have included:

1. Sociograms completed in classrooms by teachers indicating students in need of group help.
2. Referrals (self, teacher, parent)
3. Leadership Classes
4. Interests
5. Developmental Needs

II. Dissemination of Information.

A. Individual classes: consultants have worked with each individual class and classroom teachers in the school to effect a process whereby children's individual understanding of educational and occupational opportunities is broadened.

B. School activities: consultants have attempted to stimulate exploration of the educational-occupational world as well as the self world through all such activities as assemblies, etc. The end of these activities was not to have individuals make premature vocational choices, but to emphasize the importance of future and career on self-development. The following materials have been utilized:

1. Film strips and films (both commercial and "home-made")
2. Visual Materials (commercial and "home-made ")
3. Assemblies, both class and school
4. Curriculum Guides
5. Career Word Games
6. Library Career Games
7. Teachers' Manuals

III. Broadening of Perceptions.

A. Field trips: in each school, field trips have been made to cooperating industries wherein students were helped to gain more knowledge of occupations and requirements. Further, they were helped to talk with, interact with, and observe workers, thus giving them the opportunity to meet and identify with a more varied range of workers than those with whom they ordinarily come in contact.

B. Speakers: speakers from various professional, technical, white-collar, and skilled areas have been brought to the school to allow students to have close contact with them, and in general, to find out first-hand about the world of work. Speakers have also served as role models.

1. Elementary School Employment Service
2. Newsletters for students, parents, teachers
3. Group Conferences
4. Career weeks and conferences both small and large groups

IV. Work with Parents.

A. Informational: consultants have organized and worked with parent groups to help inform them of educational and vocational training opportunities and ways and means to take advantage of these.

B. Advising: consultants have aided parent groups in finding the best ways and means to help their children develop in a healthy fashion.

C. Parent Classes and Discussion Groups in and out of school

D. Parent Trips to agencies, employers, colleges, vocational schools.

E. Events such as luncheons, evening programs, Block Club meetings.

F. Newsletters.

V. Work with Community.

Consultants and community aides have fashioned close liason with community agencies and neighborhood organizations to help coordinate school and community efforts and services. A comprehensive, unified approach to helping school children was sought. Public relations in various areas and by various means have been stressed through:

A. Work through community groups (rather than PTA, etc.)

B. Newsletters

C. Demographic survey of agencies, neighborhood employees organizations, agencies, etc., and home meeting of small groups of parents in neighborhood areas.

VI. Consultation services.

Guidance consultants have served as resource persons for students, school staff, parents, community, and industry. University consultants served the school staff, including guidance consultants, and parent groups. Authorities in specialty areas were invited to address the Project staff and the DCG Committee at monthly meetings.

A. Community agencies, organizations such as Block Clubs, etc.

B. Teachers meetings and conferences

C. Administrators meetings

D. Parents both individual and organizations

E. Other agencies such as community activities, social service, block clubs, etc.

VII. Articulation.

Many activities have occurred during the school year which had articulation, or "the smooth joining of parts, processes, and forces," as their primary purpose. Examples of these include:

A. Orientation for new students both transfers and from feeder schools.

B. Yearly orientation for new faculty and old.

C. Development of articulated activities from level to level.

D. Periodic meetings of project staff members with a lisison committee composed of representatives from business and industry in the Detroit area.

VIII. Work with Faculty.

A. Manuals for elementary and secondary teachers.

B. Public relations through meeting with departments, grade levels, etc.

C. Saturday meetings with advisory committees as a means.

D. Newsletters

E. Staff meetings.

F. Guidance Committee composed of administrators, counselors, department chairmen, community members, and teachers.

Following, a number of these activities are described in greater detail.

ASSEMBLIES

The DCG Project has sponsored many assemblies in the various schools. The purposes of these assemblies have been to provide role models with whom students may identify, to impart vocational information, to stimulate greater teacher involvement, to utilize community resources, and to elicit the aid of parents in the program.

These assemblies have had various emphases in the different schools. In one elementary school, for example, the purpose of one assembly was to obtain greater parent involvement; so the consultant scheduled a night program with speakers making presentations directed toward adults. This meeting was an overwhelming success. There were approximately 400 people in attendance.

2

The junior high schools have focused most of their attention on assemblies which help the students explore various broad occupational fields. The workers in these fields have ranged from professional to unskilled. An example of this type of assembly is one which dealt with medical careers presented to eighth and ninth graders. The role models brought in to speak to the students included a psychiatrist, a dentist, a hospital administrator, a female pharmicist, a nurse, a physical threapist, an x-ray technician, and an orderly. These role models outlined job duties, educational requirements, and annual income. Through assemblies such as this, students at all levels of ability might find some area of a broad occupational field in which they might be interested and for which they could qualify.

The senior high school assemblies have been geared to make knowledge of specific occupations and job requirements more profound. These assemblies included people who came to talk personally with specific students who were interested in the area of computer programming and apprenticeship for example. High school assemblies have been either career or educationally centered, and were geared to the particular interests of specific groups of students. Students at the high school level can profit from a greater specificity of occupational information.

Assemblies required follow-up in the classroom or in the school counselors' offices for maximum effectiveness. They provided a vehicle for reaching a large number of students simultaneously.

FIELD TRIPS

Field trips from school have been in existence for many years. In the past, however, they were used infrequently and only four or five such trips were scheduled in a single school in an entire year. This practice allowed only a small number of students opportunity for participation. The rationale was that students could not afford to lose time from academic classes for what was then considered as not much more than a holiday from school, as not too meaningful nor too worthwhile as a learning experience. Possibly this was true in view of the fact that little, if any, preparation took place before a trip, nor follow-up afterwards.

Formerly, most of the trips were to places of academic interest, such as the art institute or the historical museum. Traditionally, schools seldom visited business or industrial sites.

The DCG Project has brought about many field trip changes. Things that formerly happened to students only rarely and by accident were made to happen often and by design. Field trips were so organized as to be meaningful, purposeful, and valuable learning experiences. Careful orientation of students occurred prior to the trips and the classroom follow-up evaluated and related the experience. Fild trips were an integral part of the learning process rather than something extraneous.

In the past, only the cream of the students, the high achievers, the motivated, the highly interested, were commonly selected for field trips. This program focused on all students in a given school, with special concern for those who were traditionally excluded - the low achievers, the disinterested and unmotivated, the discouraged ones. Those students who needed stimulation and encouragement so that they too might become productive and contributing citizens were especially chosen.

Carefully organized trips gave opportunity for first-hand observation of occupational activities and served as a preparation for more detailed study of occupational requirements. Such visits not only gave information about various kinds of work, but also introduced the student to job-selection and preparation problems. Seeing, hearing, feeling, smelling work environments cannot be replicated in the classroom.

In advance of a visit, the selected group discussed the specific items to be observed. They were told about the business or industry they were to visit, the variety of jobs to be found there, and the part played by that industry in our social economy. Students usually made a list of questions, which arose from their reading or group discussions, for which they hoped to find answers at the plant.

Students were brought to the point of anticipating the trip with eagerness, alerted minds, wide open eyes and ears. Student behavior at the place of visitation was discussed and rules were agreed upon.

Groups met following field trips to discuss what they had observed, to clarify facts not thoroughly understood, and to correct wrong impressions. In addition to information, the trips provided a stimulus to further study, reading, and investigation.

In the first year of its operation, the DCG Project sent approximately 7,000 students on field trips to commercial and industrial sites. The number grew to 15,000 and over 300 trips yearly by the third year. The figure includes students from all project schools, some of whom went on more than one trip. There were some students who did not go on a trip due to school absence or scheduling difficulties, but this number was small. At the senior high school, for example, some of the later visits were scheduled for only those students who had not previously been on a trip.

Wherever scheduling permitted, teachers accompanied their classes. Guidance consultants went on most trips, as did community and student aides. Parents, too, were involved, especially those of the particular visiting group, when this could be arranged.

Through the coordinated efforts of the project staff, a number of cooperative companies in the Detroit area agreed to provide tours and on-the-site exchanges of occupational information about their workers and enterprises. The following list of companies is representative of those to which all schools sent groups on a regular monthly basis:

American Motors Corporation
Atlantic and Pacific Tea Company
Bendix Corporation
Burroughs Corporation
Chrysler Corporation
Coca-Cola Company
Detroit Edison Company
Detroit Free Press
Ethyl Corporation
Excello Automotive Products Company
Federal Department Stores, Inc.
Ford Motor Company
General Motors Company
International Business Machines
J. L. Hudson Company
Metropolitan Airport
Michigan Bell Telephone Company
Michigan Chronicle
National Bank of Detroit
Standard Tube Company
WJBK-TV
Wolverine Tube Division, Calumet and Hecla, Incorporated

In addition, guidance consultants made arrangements with other businesses and industries on an individual, often a "one shot" basis, when special interests of students or classes of students warranted such a visit.

It was felt by the project staff and a majority of the various school faculties who actually participated in the field trip experiences that they were eminently valuable. Students often came to the guidance consultants for more occupational knowledge or to discuss future occupational choices as a direct result of a field experience. One of the project guidance consultants who worked in an elementary school comments on the trips in these words:

> At the outset of the program, children were observed to be extremely sensitive and embarrassed when shown pictures of Negroes working in unusual jobs (filmstrip, Graduate to Opportunity). Many children exhibited such behavior as nervous giggling, hiding of faces, exchanging anxious stares. This behavior was especially pronounced in the older fourth, fifth, and sixth grade children. Children were also observed to be quite apprehensive and nervous prior to entering such places as the School of Beauty. They seemed surprised and pleased on observing and interacting with minority group people like themselves attending school.
>
> I felt that such behavior was largely due to the following factors: negative self-images due to color and minority group status; lack of exposure to the dominant culture; lack of information concerning the wide range of opportunities opening up for minority groups in business and industry. I concluded that trips to business and industry, where children have had opportunities to observe and interact with minority group workers like themselves, have been major factors in bringing about the observed attitudinal and behavioral changes.
>
> An added bonus, and probably equally important to the children, has been the changes I have noticed in teacher attitudes as a result of field trips and other enlightening experiences. Many teachers are now beginning to understand, accept, and see the children in a different light as they observe increased motivation, interest, and attitudinal and behaviorial changes. Teachers are beginning to understand how the special problems and socio-economic conditions peculiar to disadvantaged minority group children have acted to inhibit them in the past. They are also beginning to under-

stand how their low expectations for these children has been a self-fulfilling prophecy in the past.

GROUP COUNSELING

Group counseling has been accomplished with groups of students at all grade levels. The number of students in each group has ranged from four to fifteen boys and girls. Students have met with the counselor for one or two periods per week. The students were selected on the basis of time available, interest, common problems, teacher referrals, and need. In one junior high school, the consultant met regularly with a special group made up of boys with behaviorial problems. The perceptions of school presented by these boys helped the consultant to make recommendations for curriculum changes and provided the consultant with insights which were passed on to the teachers.

The group counseling was generally unstructured and discussions followed the needs and interests of group members. The "Mooney Problem Checklist" was used to assist students in identifying problems for group consideration. Topics discussed covered the areas of general school adjustment, personal problems, classroom and study habits, social and family concerns, and occupational and employment information. In their evaluation of the group experience, the students felt that they learned to understand themselves better, to utilize the resources of other students in problem solving, and more about seeking information and the kinds of help needed for problem solving. Individual counseling was often an outgrowth of the group sessions.

INDIVIDUAL COUNSELING

No attempt was made by the guidance consultants to develop a caseload, nor to duplicate the counseling services already extant in the secondary schools of the project. Nevertheless, guidance consultants became involved in a considerable number of short-term individual counseling contacts related to personal problems and needs, to vocational planning, job placement, career choice, and in self-perception areas which had a connection with general vocational guidance.

This was particularly true at one Junior High School where the consultant helped to organize a work-study program which was designed to provide part-time employment opportunities for the youth of that school, one of the several inner-city junior highs to begin such a program with central office funds. The consultant was involved in job development and helped to place over one hundred students in jobs created for the purpose of providing these youth with job experience at a minimum wage. The consultant processed over 300 job interviews. At Kettering Senior High School, the consultant served in a similar capacity for the In-School Youth Training Program, a city-wide program for senior high school youth from economically disadvantaged families, until this became too time-consuming and was taken over by another member of the school staff. These services helped to establish the consultants in the two schools as being vocationally affiliated and led to many student referrals for vocational counseling.

In addition to the above, consultants often made appropriate referrals to agencies and psychological services resulting from individual student conferences.

GROUP CONFERENCES

In situations where a topic or area of interest to a large group of students, or all classes of a given teacher, was found, the group conference served an important function. Representatives from business or industry, who were experts in areas of interest, were invited to come to the school and to be interviewed and questioned by students in the manner of a press conference.

The Youth Opportunity Center's Apprenticeship Division coordinator has conducted group conferences with students. He was able to talk from an over-all standpoint about apprenticeships in industry and the building trades, and to tell of the needs of employers as well as the opportunities and training required of applicants.

THE ELEMENTARY SCHOOL EMPLOYMENT SERVICE

The ESES helps provide meaningful experiences for children in one elementary school, the Developmental Career Guidance Project in Detroit has utilized the concept of the Elementary School Employment Service as a vehicle whereby the above purposes as well as a number of related purposes may be achieved. As Venn has pointed out, "Our background as adults has been based upon concepts and experiences whereby we achieved our attitudes, our values, and the like trough previous experiences." Consequently, when the Developmental Career Guidance Project was being initiated, several of the elementary school participants were impressed by various members of industrial personnel departments who mentioned:

1. The importance of the job interview for applicants.
2. The necessity for applicants to complete work applications well.
3. The complaint that far too many students from inner-city areas are poorly prepared for employment interviews because of their lack of familiarity and experience with:
    a. Necessity for communicative skills.
    b. Need for correct and neat appearance.
    c. Familiarity with the need for self-possession.
    d. Knowledge of the job applied for.

Since the Developmental Career Guidance Project has, as on of its purposes, a desire to help broaden the perceptions of all pupils in the project schools, the concept of the Elementary School Employment Service has been initiated as a vehicle for furthering these ends. In this elementary school, it was decided that 5th and 6th graders could be encouraged to apply for and obtain the various "jobs" which were already available in the building. After the program was in operation, it was decided that 4th graders should also be encouraged to apply for these "jobs." The jobs were those that are available in almost every elementary school throughout the nation: senior safety corps squad and junior safety squad boys, audio-visual aides, library helpers, service squad helpers, auditorium assistants, office helpers, etc., etc., etc. These are only illustrative of the type of work activities in which students are presently engaged.

In order to initiate the activities, an "expert" from the Michigan Employment Security Commission was invited to come to the school to help train 5th and 6th grade students as "interviewers." These students volunteered for the position as interviewer and were not required to have any specific grade point average. The Michigan Employment Security Commission Consultant conducted an in-service training session for these interviewers in which he pointed out correct behavior for interviewers, and pointed out such desiderata as:

1. The need for a completely filled out application blank.
2. The need for a legible, honest, and neat application blank.
3. The perception of the filling out of an application blank as an indication of interest and motivation.

This in-service training session which took several hours was one that was discussed widely and was, in truth, designed by students. The questions on the job application blank were as follows:

1. Name, Grade, Social Security Number.
2. Address, City, State.
3. Date and Place of Birth.
4. Person to Notify in Case of Emergency. Phone.
5. What Job Are You Now Applying For?
6. What Are Your Qualifications for this Job?
7. On The Following Lines, List All Jobs You Have Held in the Past, Either at Home or at School.
8. If You Are Presently Working, Tell About the Job You Now Have.
9. List the Names of Three People Who Might Be Contacted As References:
10. List the Grades on Last Report Card Issued:
    Number of: A's, B's, C's, D's, E's. Citizenship.
11. Write a Short Paragraph Telling Why You Want The Job.
12. All the Information Stated on this Job Application Form is True:
    Signature of Student.
    Signature of Parent or Guardian.

Then there is a space for the counselor to write:

1. Date hired.
2. Date relieved of responsibility.
3. Reason relieved of responsibility.
4. Other action taken.

Following the drawing up of the application form, the Elementary School Employment Service was initiated. Posters went up throughout the school to announce the initiation of the service, and the Career Guidance Consultant discussed the project in all classrooms. Available jobs were posted in classrooms with their qualifications. Students who were interested in the particular job indicated their interest and where then interviewed by the Employment Service interviewers. For the remainder of the year, the Elementary School Employment Service in every school handled a minimum of 25 applications a month.

A number of interesting developments occured following the initiation of the Employment Service. Most of these have involved "new" applicants. These have involved students who have been, in some cases, hesitant, in other cases almost belligerant, in other cases completely lost, and in other cases, searching. For example, students have wondered whether they could qualify for a job, what jobs they might be qualified for, and in which jobs the interviewer thought they might be happy. Further evidences of real life type job experiences have also occurred. A number of "workers" have had to be replaced. In some cases, this was because of a desire to transfer to another job, and in other cases because they found better jobs. It has also been found necessary in some cases to dismiss students from jobs they held.

As the Employment Service form has evolved, so too have other related forms. It was found necessary to have a pink probationary form which warned workers who were consistently late or absent or were found to be wasting time on the job, bullying other students, and the like. Finally, the administration of the school has found it necessary to ask for a dismissal slip. On this slip, the student was told the reason for dismissal and given names of witnesses. This dismissal is discussed with him and he is told that a copy will be kept on file in the administrative office. Further, a copy of this dismissal notice is kept available if his "home boss" desires to discuss this in school.

After initiation of the Elementary School Employment Service, it soon became the major means of obtaining a school job in the building. Often, teachers have referred prospective workers whom they wished to become acquainted with the method of the Employment Service prior to hiring them. On the other hand, the major source of job applicants has been found to be through the student word-of-mouth. As could be anticipated, this behavior, as in so many cases cited heretofore, is rather similar to that of adults three, four and five times the age of elementary school students. Truly, it seems,"the child is the father to the man."

Since the Elementary School Employment Service has been initiatied, a number of situations have arisen which could not have been originally anticipated. One example has involved "new" fourth graders. In one building, some fourth graders are on a "platoon system" while others are in a self-contained classroom. Self-contained classroom students were not allowed to apply for safety-patrol jobs because of their daily schedule. This inequity seemed like a gross one to the self-contained classroom students since they were initially placed in various system classrooms on a rather arbitrary basis. Therefore, the Career Guidance Consultant continued to stress the principle that the student should be allowed to apply for a job of his own choice, and that students from all classes should be allowed to apply for these and other jobs. After discussion with all teachers involved, they seemed to agree with this principle and students were allowed to apply for these jobs.

At the conclusion of the year, an evaluation was carried out by both faculty and students concerning the feasibility and worth of the Elementary School Employment Service. The overall evaluation indicated that over 90% of the faculty were in favor of the service and well over that percent of students felt that it was worthwhile. It could be stressed that students are having the experience of competing for jobs, of having real life experience in the procedure of "getting a job," and with the process that needs to be followed.

It has been found difficult to adequately reward "workers" for their experiences and contributions on the job. A report card grade has been experimented with as has been the alternative of giving out badges. Possibly, each of these alternatives could be the preferred one in a particular situation. Nonetheless, the Elementary School Employment Service has been found to be a means whereby teachers can become involved and students can participate in an invaluable, all-school project.

NVGA WEEK IN THE ELEMENTARY SCHOOL

In observance of National Vocational Guidance Week a school wide program of utilizing vocational role models can serve as a tremendous stimulus whereby elementary school students can learn about nine different types of job families which correspond to the developmental curriculum areas of study. This innovative program can be seen as a means of involving students, teachers, parents, and community in helping to revitalize the career information provided for students in the elementary school. The provision of vocational role models drawn from the community can make it possible for students to broaden their perception in a meaningful, realistic, and personalized fashion. Contacts made during this week will be followed up during the school year thus, providing an important sense of continuity to this careerland program. This will make it possible for elementary school guidance then to become not a singular event but an expanded and enriched foundation for future vocational choice.

ARTICULATION ACTIVITIES

The DCG Project has worked closely with business and industry. Indeed, it could hardly have done otherwise, for such a program depends heavily upon local vocational resources, on the support of the commercial and industrial

Curricular Utilization of Vocational Role-Models According to Grade Levels

GRADE LEVEL	CURRICULUM AREA OF STUDY	VOCATIONAL ROLE-MODELS
Kindergarten	School Role-Models	Principal Assistant Principal Teacher Teacher-Aide* School Secretary Regional Superintendent University Professor
First Grade	Community Role-Models Who Help Feed Us	Grocer Milkman Waitress Baker*
Second Grade	Community Role-Models Who Protect Our Health	Dentist Doctor Eye Doctor Nurse* Nurse's Aide*
	Community Role-Models Who Protect Our Health-Personal Hygiene	Barber* Beauty Operator* Wig Stylist*
Third Grade	Community Role-Models Who Protect Us	Lawyer Fireman Policeman
	Community Role-Models Who Provide Shelter	Plumber School Custodian Building Cleaner*

Grade Level	Curriculum Area of Study	Vocational Role-Models
Fourth Grade	Community Role-Models Who Provide Transportation	Gas Station Manager Skilled Mechanic* Cab Driver* Bus Driver Airline Stewardess Truck Driver*
Fifth Grade	Community Role-Models Who Provide Communication	School Postman Printer Photo-Journalist Newspaper Reporter Newspaper Photographer
Sixth Grade	Community Role-Models Who Provide Services	Insurcnce Salesman* Banker Department Store Manager Office Secretary*

*Denotes parent of a child or children attending Stephens Elementary School community. Without this support, the endless parade of speakers who came to the schools, the large variety and number of field trips, the audio-visual materials - films, filmstrips, recordings, displays, books, kits, and pamphlets - would have been impossible to provide.

Each project school has been sponsored by a local company or corporation. During the school year, the entire faculty of each school was invited to a special program dinner at the home site of the sponsoring concern. These dinner programs were well attended by faculty members; the attendance ranged from 65 to 95 percent. At each of the dinners, a large number of company employees were present and this allowed for close interaction. Administration and teaching staff in all the project schools were thus enabled to feel a greater bond with the project and with the business community.

Guidance consultants consistently attended cabinet, counselor, or departmental meetings within their respective schools and interpreted project plans and goals to their fellow staff members. At these meetings, the faculties of the various schools helped to find ways and means to implement developmental career guidance within their school. Often, the consultant turned out to be a valuable resource person who was able to provide services which were helpful in improving the regular educational program going on in the school.

The guidance consultants met weekly during the school year with the University staff members of the project and the University consultants. These meetings rotated among the project schools and enabled all consultants to become acquainted with all schools in the project.

In all schools, a newsletter has been produced for distribution on a regular basis to all faculty members in that school. All consultants had office space, a private phone, and space for the two community aides with whom they worked. In each DCG "Headquarters" the consultant established a library of materials for teacher and student use.

By the end of its first year of operation, the DCG Project has established itself as a presence and force in the lives of all the students within the schools it served. This effect has grown in subsequent years. Students, faculty, and parents have come to rely on the services it provided. The ambiance of work, career choice, vocational opportunity, and the relationship of child development to future employment and social utility was felt by all parties. The initial impact seems to have been accomplished, and this has been due in no small measure to a "smooth joining" of a myriad of separate entities.

UNIVERSITY STAFF ACTIVITIES

Developmental Career Guidance is, over-all, an attempt to be several programs simultaneously: (1) a project that will demonstrate how career development theory can be implemented to further the progress of inner-city youth; (2) a training program to help school personnel broaden their perceptions and objectives; and (3) a research project to help evaluate changes that may have occurred as a result of the Project.

The University staff attempted to fulfill several purposes through their activities. First and foremost, the staff attempted to provide continual support, coordination, and direction for the professional guidance consultants. This was achieved through the medium of weekly staff meetings which rotated from school to school throughout the school year. This, further, provided consultants with the opportunity to exchange ideas as well as coordinate the programs from school to school. Thus, the developmental nature of the program was allowed to evolve as needs were discovered. Moreover, consultants were also provided with visible support in their own schools.

A second major area of activity covered the provision of consultative services for the Career Guidance Programs. These included the areas of elementary guidance, psychology, sociology, and the use of sub-professional aides during the year. Further, through the medium of the Saturday Meetings further consultation was provided through the consultants' meetings with the visiting authorities.

In the first three years of the project's operation, the following authorities have spoken at meetings:

- Dr. Henry Borow
- Dr. Douglas Dillenbeck
- Dr. George Hill
- Dr. Robert Hoppock
- Dr. Kenneth Hoyt
- Dr. Martin Hamberger
- Dr. Norman Kagan
- Dr. William Kvaraceus
- Dr. Charles Morris
- Dr. Merle Ohlsen
- Dr. Herman Peters
- Dr. Donald Super
- Dr. W. W. Tennyson

The University staff also attempted to continually facilitate the guidance consultants' efforts through provision of materials and through attempting to cut "red tape" so that ideas could be implemented as rapidly as possible. This involved the continual coordination of efforts with the Detroit Public Schools. We were extremely fortunate in being able to work with dedicated, committed educators in several of the departments in the Detroit schools.

The University staff also coordinated training activities through the coordination of the Saturday meetings; through the organization of special interest discussions; through the provision of materials and the suggestions of others.

Finally, the University staff devised, coordinated, and carried out the research activities which are more adequately detailed in Chapter VI.

DEVELOPMENTAL CAREER GUIDANCE ADVISORY COMMITTEE

The original design of the Developmental Career Guidance Project called for the selection of fifty representatives from the teaching staff, the guidance staff, and the administrative staff of schools from a single inner-city region of Detroit. This group, seven to nine members each from a senior high school, two junior high schools that feed into the senior high school, and three elementary feeder schools, were to attend a three-week workshop at Wayne State University in August, 1965. They would be helped to gain up-to-date information concerning occupational requirements and admission standards, and to design plans and procedures as to how best to utilize this information in their day-to-day activities. Following the workshop, the teams from each school would meet monthly with guidance consultants and project staff, would function as an advisory committee, and would help facilitate the work of the guidance consultant.

The fifty representatives were duly selected by the principals of the six member schools and participated in the workshop.[1] In addition to up-to-date vocational information, the committee gained an appreciation for the scope of the Developmental Career Guidance Project, its goals, its proposed activities. They saw that the role of the guidance consultant, who would represent and endeavor to activate the program in their school, would be a difficult one; indeed, it was in this area that the advisory committee proved to be so helpful.

Each guidance consultant assigned to a school was new to the staff of that school. The staff members who had participated in the workshop were invaluable to the consultant in helping to create a receptive environment for the project, in helping to interpret project goals to other staff members, in providing direction for career guidance ideas and activities and in providing support and backing when these were needed.

EXAMPLES OF YEARLY PROGRAMS IN ACTION*

ROSE ELEMENTARY SCHOOL

BACKGROUND INFORMATION:

Rose Elementary School is located at 5505 Van Dyke Avenue on Detroit's near east side. The present building was constructed in 1898 for enrollemnt of approximately 400 students. The present enrollment is 657 students.

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[1] A mimeographed report of the workshop program, Developmental Career Guidance in Action; Phase I: Preparation for a Demonstration Project, is available from the project director upon request.

*Reports prepared by Patricia Love, James Moore, and Thelma Vriend

The facilities of the school are sorely inadequate. The auditorium has a seating capacity of 83 seats which limits its use for student or community assemblies. Most large assemblies have been held in the hallway on the first floor. However, the fire department has issued a violation on this usage deeming it a fire hazard and unsafe. This will severly curtail large group activity in the coming year. There are no library facilities in the school. Several mobile carts have small selections of books for use by students but there is no circulation of these books nor a regularly scheduled class period for exposure to books and literature.

The gymnasium in the school is located in the basement and was formerly two classrooms which were converted into a large playroom. The ceiling in this area is too low to permit the children to play basketball. Several of the classrooms are so small and crowded that the teacher's desk has to be placed in the hallway.

Presently we have a staff of twenty-four teachers. Of this number eleven are teachers with continuing contracts, five are probationary teachers and eight are emergency substitutes in regular positions. There are five male teachers and 19 female teachers. Of this number three of the males are white and two are Negro, nine of the females are white and ten are Negro. The staff of the school is not very stable. There are many reasons for this instability. The location of the school is not one which draws experienced teachers to the school, as a great majority of Detroit's experienced teachers live in the north east and northwest sections of the city. Several teachers have requested transfers due to, what they term, poor discipline and weak administration.

The community in which Rose School is located is a low-income, working class area. The majority of the males are employed in one of the city's factories. There are a considerable number of ADC and welfare cases in the area. Most of the families are either large, six to ten children or one-parent families.

Over the past year the staff has seen the organization of a citizens advisory committee which has concerned itself primarily with the over-crowded and antiquated facilities of the school. They have worked vigorously for some solution to these problems for the fall semester. Much of the concern and organization was brought about by the presence of a school community agent for most of the school year.

In spite of the grossly inadequate facilities of the school an amazing amount of teaching and learning goes on in the classrooms of Rose School. Several teachers are outstanding for their concern and ingenuity. Many classes have participated in projects and programs and worked on units that are comparable, if not better, than some seen in settings far more conducive to learning.

ASSESSMENT OF THE DEVELOPMENTAL CAREER GUIDANCE PROGRAM:

I. COUNSELING:

A. Individual Counseling:

Most of the individual counseling was initiated due to referrals by the teachers of the students in need of this service. During the school year approximately twenty students at any one time were seen on a regular basis. A form was completed by the student's teacher. Each teacher who had contact with the child was asked to make an assessment of the child's behavior in their classroom. Profiles of these students were compiled. An introductory form was completed by the second meeting which included basic information about the child and his family.

B. Group Counseling:

Four groups were created from information gathered from sociograms of each class. One group was created for under-achievers and students with poor study habits. This group had nine members from 5B through 6A. Another group was created for students who showed indications of potential leadership. These were mainly the leaders of the various service organizations of the school and younger students who showed similar potential.

There were twelve members in this group. Another group consisted of those who made up the Student Council - one elected by classmates and one selected by the teacher from each class on the platoon plan. There were twenty members in this group. The fourth group of students were basically misfits in the classroom. Most were isolated on their class's sociogram. Several of these same students were also behavioral problems.

Each group met for one period a week. On occasion, however, we were unable to meet due to other activities or field trips. Whenever it was necessary to cancel our meeting the students were usually quite concerned.

Generally the SRA booklets which related to the group's particular interest were used to stimulate discussion. We generally read one chapter together and then discussed what was read. The Student Council concerned itself with interpreting to their particular class what went on at our meetings. Each month there was a contest to see which class could bring out the most parents to Mothers Club meeting. The DCG trophy was presented to the class that won.

II. DISSEMINATION OF INFORMATION:

A. Films and Filmstrips:

These were obtained mainly through the Detroit Public Library, Detroit Public Schools Audio Visual Dept. and B'nai B'rith. They were used extensively for our parent discussion group which met each Monday morning. Several times films which were especially suitable were also used in the classrooms. Approximately twenty-five films were used during the year dealing with some phase of child development, motivation or community organization.

B. Visual Materials:

Commercial charts and posters from Careers were used throughout the building. Large laminated charts on various subjects and careers related to subject matter were made by the consultant and aide. Many pertinent articles were also duplicated or laminated for use by the teachers. Slides were made of speakers and field trips to be shown in the classroom. Folders were compiled of materials which supplemented classroom units. Examples of these are: folders on Afro-American histroy, linguistic materials, careers related to specific units. A large display was put up in the front hall during Negro History Week called the Negro Hall of Fame. A large display rack of parent teacher and student materials was organized for the DCG office. Parents in our discussion group found this particularly useful.

C. Assemblies:

Eight large assemblies were held in the hall during the school year. Two were for the Primary Unit with the fireman. April brought the Annual Career Guidance Program which was held at Burroughs Junior High School this year. There were four main speakers and two segments which involved student participation. There was an assembly for the 6th grade girls with a model who discussed "What is a Lady?" and a film, "The Story of Menstruation," was shown. The 6th grade boys had an assembly with Mr. Louis Morgan who discussed "Becoming a Man" with them. Career Week in June brought Dr. George Leonard from Wayne State University to briefly discuss with the children the purpose of the DCG Project and his occupation. Mrs. Ami Jackson from Channel 7's "Morning Show" presented an excellent program in which she emphasized and re-emphasized the importance of staying in school and also displayed her tremendous talent to the children. In early March, a Talent Show was presented for the entire student body. Many of the children had no "real" talent but this presented an excellent opportunity to encourage self-confidence and to give a bit of constructive attention to some who were renown for their negative behavior.

III. BROADENING OF PERCEPTIONS:

A. Trips:

Thirty-eight trips were arranged and taken during the school year.

B. Speakers:

Twenty-six speakers were brought to the school during the school year:

1. Attorney
2. Dentist (2)
3. Model
4. Ticket Agent
5. Terminal Manager
6. Business Manager
7. Insurance Agent
8. Public Relations Supervisor
9. Control Tower Operator
10. Banker
11. Home Economist
12. College Professor
13. Fireman
14. Telephone Operator
15. Minister
16. Model
17. Nurse
18. Regional Superintendent
19. Assistant Principal
20. School Custodian
21. Navy Recruiting Officer
22. Police Officer

23. Social Worker

24. School Community Agent

25. Milkman (2) - Owners of a dairy.

C. Newsletter:

A monthly calendar was given to each teacher of the activities planned by the consultant. One newsletter was sent to parents which summarized the activities for the year.

D. Group Conferences:

These were held primarily in preparation for field trips or speakers and to evaluate same activities. On a few occasions parents whose children shared similar problems met for group conferences. This was usually arranged by the administration.

E. Career Week:

This activity was held from June 10th through 14th. Eighteen resource people visited the school to talk to various classes. Most remarked on the intelligent and sophisticated questions most classes asked of them.

IV. WORK WITH PARENTS:

A. Discussion Groups:

Meetings were held regularly on Monday mornings. The size of the group averaged about ten mothers. During the school year the group viewed approximately twenty-five films. Most films dealt with some phase of child development. We also saw films to help motivate parents so that they in turn could motivate their children. Several films on community organizations and community improvement were shown. Four speakers met with the group during the year.

An Arts and Crafts Class was organized by the consultant and the aide for the mothers in the community. The group met on Tuesdays and Thursdays after school hours.

B. Trips:

The group made plans for three field trips: one to Wayne State University, one city-wide tour and most participated in the luncheon for mothers of DCG students hosted by Ford Motor Company.

C. Events:

Several workshops were planned by the Citizens Advisory Committee which the DCG consultant and community aide helped make successful with both speakers and films.

The Annual Career Guidance Program held at Burroughs this year solicited the support and assistance of the discussion group and the Mothers Club.

The Project consultant and community aide also helped to organize the Mothers Club Hat Sale in April. The consultant participated on a regular basis in all activities of the Mothers Club.

D. Newsletter:

Newsletters summarizing the activities during the year were distributed.

V. WORK WITH COMMUNITY:

A. Public Relations:

The consultant and community aide involved themselves in various ways. Attendance at several Booker T. Washington Businessmen's Association luncheon, for example, helped to acquaint Negro businessmen with the Project and its purposes. Seeking legal advice and information for a family of nine who had lost both parents in the last year is another example. The radio announcements and interview concerning our Career program at Burroughs was also public relations.

B. Community Groups:

The Rose School Advisory Committee, Interfaith, VISTA, St. Anthony Community Council and the school community agent all received the cooperation and support of the consultant and aide. Most meetings of these groups were attended by either the consultant, aide or a DCG advisory committee member. Attendance at the Black Teachers and Ministers Symposium, the Black Students Association Symposium at Wayne, the Human Relations luncheon and workshop helped to keep the consultant aware of the prevailing feelings and relevant issues.

VI. CONSULTATION SERVICES:

A. Community:

The community was served by the consultant in this capacity on the following occasions: 10 On May 14, at Jamieson PTA; 2) St. John's Lutheran meeting of MacKenzie and Northwestern parent groups.

B. Teachers:

The consultant served in this capacity on the following occasions: 1) Leader for teacher workshop on Veteran's Day; 2) Coordinating the Annual Career Guidance Program at Burroughs; 3) Preparing guidance folders for each staff member.

C. Parents:

1) As a group leader for Parent-teacher workshops.
2) Planning the Mother's Club program for the year.
3) Planning the Hat Sale for Mother's Club.
4) Planning Career Program at Burroughs.

D. Other Agencies:

1) Participant for the Windsor counselors group.
2) Participant for Ann Arbor State Department meeting.

VII. ARTICULATION:

A. Orientation for Students:

Each class was visited at the beginning of the school year to introduce the consultant to the students and also to review what their concept of the Project's purposes was and to review the actual purpose. Before each field trip either the consultant or the cooperating teacher discussed the purpose of the trip, what to expect and look for and how it related to or enriched what they were studying. After each trip the consultant or teacher discussed the various jobs they saw, the level of education required and other interesting observations.

B. Orientation for New Faculty and Old:

A general discussion or workshop on the aims of the Project was planned and held on November 11th, Veteran's Day for the entire staff. At this time a folder of various guidance materials, outlines, etc., were discussed. Near the end of the school year, projected plans for 1968-69 were presented to and discussed by the entire staff.

New teachers and interested teachers were asked and encouraged to attend Project Advisory Workshops one Staurday a month when regular committee members could not attend.

Considerably more orientation is planned for the 1968-69 school year.

VIII. WORK WITH FACULTY:

A. Manuals:

These were distributed to all grade levels so that they could be shared by two teachers. The staff was also asked to submit any constructive comments or criticisms.

B. Public Relations:

The consultant visited the classrooms frequently and was aware of units going on in various classrooms. All programs and projects conducted received full support from the consultant. All luncheons and social functions were also attended.

C. Saturday Meetings:

Many new teachers, interested teachers or old teachers who had not participated in the past were asked to attend various Saturday meetings. In most cases, most of the advisory committee were in attendance.

Invitations to attend were both personal and written ones from the consultant.

D. Newsletters:

A monthly calendar of events was compiled to keep the entire staff abreast of activities involving the project. Approximately ten communiques were circulated to disseminate additional information.

E. Staff Meetings:

Generally the consultant was given a place on the agenda for each staff meeting to relay any information. Advisory Committee meetings were not frequent enough and will be greatly increased for the new school year.

F. Study:

Project FAST provided an opportunity for the consultant to participate in a cooperative study with the 6th grade homeroom teacher on linguistic development. Various techniques for improving the oral and written language of the students were explored.

SUMMATION:

In reviewing the progress of the Project at Rose School for the school year 1967-68 it seemed to be the general consensus of the administration, staff and consultant that it was a good start or beginning but that there was still a great deal to be done.

More emphasis on involvement of the entire staff and the community need special attention. Also more orientation for new staff members. And finally, more individual counseling for the students would improve the program.

FIELD TRIPS

National Bank of Detroit (2 trips)

Enrico Fermi Atomic Power Plant (2 trips)

Twin Pines (2 trips)

MECCA - George Kirby

Michigan Bell Telephone Company

Kettering Health Careers Mobile Exhibit

Wayne State University (Parents) (2 trips)

Superior Beauty and Barber Supply

Michigan Barber College

Metropolitan and Willow Run Airports

MECCA - Godfrey Cambridge

Cobo Hall Christmas Fantasy

J. L. Hudson's Christmas Display

Ford Motor Company (2 trips)

WJBK

Charmed Circle Modeling School

Burroughs Junior High (6A students)

American Motors

Velvet Peanut Butter Company

Wonder Bread Bakery

WCHB Radio Station

Main Library (2 trips)

Detroit Piston Basketball Game

City Airport (2 trips)

Children's Museum

Home Federal Savings and Loan

MECCA-A - Opera "La Boheme"

Wolverine Tube Company

UAW Solidarity House

University of Michigan via Train

Denby Spring Festival

St. Clair Shores

KETTERING SENIOR HIGH SCHOOL

I. COUNSELING

Individual Counseling

Six hundred individual interviews were conducted with students including twenty students who come for regular counseling about personal and educational problems. Students were referred by teachers, counselors, other students, and parents, but the majority were self-referred. Students came for information and consultation about occupations and college, jobs and help with employment applications and interviews, clubs and materials for papers and articles and class projects, standardized tests and test results, summer plans and volunteer work, and scholarship forms and information.

Group Counseling

During the second semester two occupational planning classes were conducted daily. These classes include selected 11A students with college potential who meet in study groups, counseling groups, and guidance activities. Fifty students met daily for twenty weeks.

Family College Counseling

Thirty-five field trips were taken to 33 different places that involved 30 different teachers and approximately 1100 students. The places visited included American Motors, American Standard Blower Company, Burroughs Corporation, Cadillac Motor Company, Chrysler Corporation, Carboloy Company, Federal Department Store, Cobo Hall, City-County Building, Ford Motor Company, Ethyl Corporation, ExCello, Detroit Edison Company, J. L. Hudson Company, Internal Revenue Data Center, Michigan Bell Telephone Company, WWJ-Radio Station, Detroit Water Department, Coco-Cola Company, Detroit College of Business, Eastern Michigan University, Wayne State University, and National Bank of Detroit.

Speakers

Thirty-two representatives from agencies, business, and industry talked to twenty-seven different classes about employment and educational opportunities and requirements. These included speakers from Burroughs Corporation, Michigan Bell, Friden's, A. & P. Food Stores, Admissions counselors from Wayne State's HEOC, Michigan State University, Northwood Institution, and Detroit Institute of Commerce, MESC Youth Center, National Bank of Detroit, Michigan Consolidated Gas Company and the bookeeper at Kettering.

School Activities

Other School Activities included the following.

1. Career Guidance Assemblies sponsored by Plans for Progress. The personnel manager and employees from Michigan Consolidated Gas Company presented two assembly programs to 500 students in April.
2. College Night Program for area high schools was held at Eastern High School in November. The guidance consultant was the coordinator for Kettering and approximately 100 Kettering students and their parents participated.
3. Oriented and administered PSAT to 11th graders in October. Over 500 students took the test.
4. DCG Radio Series on WWJ-FM in the Fall included two presentations by Kettering students under the leadership of the guidance consultant and the librarian. The spring series included two more programs coordinated by counselors.
5. Sponsor of 75-member Future Nurses Club. Activities included service project involving Riverside Day Care Center and field trip to Mercy College as a shared experience with Denby FNC and FTC. Meetings were held bi-weekly throughout the school year.
6. Coordinator of summer volunteer program at Kettering. Information given to over 50 students. Arrangements made during the year for individual students to do volunteer work.
7. Supervision of work of HEOC, Wayne State University student with students at Kettering. Student comes to the school twice weekly and works with occupational planning classes.

Consultant in Classroom

Contacts with students in the classroom included the regular field trip follow-up activities in conjunction with the teacher and additional special contacts such as:

1. Orientation of 11th grade students to the PSAT through Social Studies classes - 9 groups.
2. Survey of students regarding summer activities to be planned by the Detroit Commission on Children and Youth through English classes - 8 groups.
3. 10B Orientation classes - 5 groups.
4. National Merit Scholarship Exam and Occupational Planning Class Orientation - 2 groups.
5. Wayne University Open House and College Night Program - 10 groups.

Other

A large bulletin board on career planning is maintained in the main corridor. Occupational materials are made available to teachers.

Individual student contacts are arranged with successful people in cases where groups might be unwarranted or not feasible, such as in the area of mortuary science or probation work.

III. WORK WITH PARENTS

This work has been both informational and advisory. Students and teachers and other parents refer parents on an individual basis for college and career information. Former students call or siblings and friends of present students.

The community aide has assumed the bulk of the initial parental contacts. Parents are seen in the organized family college counseling, during parent-conference days, at parent-community club meetings, and during individual visits to the school.

IV. Consultation Services

These have increased especially requests from people outside of the school.

They have included:

A. Meetings

- -APGA Presentation
- -Region 8 - Asst. Principals
- -Wayne State University classes
- -Michigan Curriculum Committee on Guidance
- -Wayne County Vocational Conference
- -College Night
- -Career Conferences other schools
- -Windsor Guidance Counselors Workshop

B. Workshops

- -Occupational Orientation Workshop for Counselors
- -DCG Saturday Workshops

C. Visitors from other School Systems

- -Nashville, Tennessee
- -Kitchener, Ontario
- -University of Colorado
- -Federal Government Projects

V. WORK WITH COMMUNITY

- -Radio Shows - 2
- -Parents-Community Club - 6 meetings
- -Kettering Regional Council - 2 meetings
- -College Information Days for Counselors:
  Monteith, WSU, Mercy College.
- -Dinner Meeting Ford Motor Company
- -Michigan Curriculum Committee on Guidance - bi-monthly meetings.

VI. ARTICULATION

A. Within School

- -Faculty meetings and workshops

-Cabinet and Departmental meetings

-Newsletter for Teachers

-Handbook for Teachers

B. Between Schools

-Presentations at Region 8 Meeting

-Football and Cheer Team to Hillger

-Stephens School parents and students to Kettering

-Project II, Shared Experiences

-Attendance at special projects at other project schools

-Orientation of Junior High School students

VII. OTHER

Research

1. DCG Surveys for teachers and students planned and conducted.
2. Research through pilot groups in family college counseling and occupational planning.

CHANDLER ELEMENTARY SCHOOL

In order to implement Chandler's Career Guidance Program, the team approach is used. The Chandler team is composed of the guidance staff, the guidance committee, the involved faculty, and the parents. A guidance committee, consisting of the principal, assistant principal, four teachers, consultant, community aide, and a parent, recommends new projects and helps solve current guidance problems.

The guidance staff, the consultant and his aide, have created and maintained good relations with the community as a team and on an individual basis. They attend block club meetings, meetings at various churches, and whenever possible or necessary, visit parents in their homes. The community aide has met with a group of parents on a weekly basis in an attempt to assist them in better understanding and coping with issues that are immediately important to them. The consultant acts as a resource person whenever the group needs assistance.

In the past, for a number of reasons, it has been difficult to lure fathers into the school. This reluctance is being broken down by inviting Dad along on field trips and involving him in Chandler's Little League baseball and basketball teams. Here the Dads serve as coaches and advisors for the boys.

Group counseling was emphasized in this year's program. Students were selected for the groups on the basis of a counseling form that each homeroom teacher was asked to complete. The teachers were asked to submit the name of one child, in their homerooms, as a candidate for counseling in each of the following categories: 1) shy-withdrawn, 2) underachiever, 3) overly aggressive, 4) failed last semester, 5) has difficulty relating to teachers, 6) achieves highly in class. Using the teachers' recommendations as a guide, lists were compiled grouping those children who appeared to have common problems together. Subsequently, each child listed was interviewed in order to determine whether or not he wanted to participate in a counseling group. Those children who indicated that they wanted group counseling were grouped, according to grade and sex, in groups of three to five pupils. Each group met once a week throughout the semester. The sessions focused on concerns raised by the children. For the most part, areas of concern were relations with peers, school achievement, and family relationships.

Individual counseling was done on the basis of both staff referrals and self-referral by many students. However, individual counseling has been done on a limited basis due to the necessity of carrying out the many career guidance activities that are necessary for the benefit of the entire student population.

It is to early to determine any significant results of counseling at this time. However, the teachers have reported positive changes in the behavior and performance of many of the students who have had a counseling experience. Furthermore, the children who have participated in the counseling groups have expressed a desire to return for counseling next semester.

Several filmstrips have been made available to the students and teachers this year: "Graduate to Opportunity," produced by Michigan Bell Telephone; "What Else Do Fathers Do," "Wally the Worker Watcher," and "The Junior Homemaker," developed by Educ-Cast Inc.; and a series of five filmstrips, contained in the elementary level Widening Occupational Roles Kit by SRA, were used extensively.

Other visual materials used at Chandler were:

1. Pictures of Black People who work in various occupations were collected from various magazines and mounted on large sheets of poster board. The pictures were laminated onto the poster board and proved both eye-catching and effective. This innovation of the consultant's has been adapted by many members of the Chandler Staff and the staff of several project schools.
2. A filmstrip was produced by the consultant and four teachers from various other project schools. Titled Where Do I Stand?, the filmstrip depicts development in five areas: physically, socially, mentally, emotionally, and at home.

Over fifty-one field trips were taken to various places of business and industry. One these trips more than a thousand Chandler Students have obtained first hand knowledge regarding jobs and the requirements for these jobs. Prior to each trip, the consultant and classroom teacher worked together in preparing lessons and discussions that would establish a relationship between the workers and jobs that the class would observe, and the pupils' classroom experiences. Films and slides were made during each trip. These films were used during follow-up activities and as a means of enabling other classes to share the various trips.

Many successful and worthwhile "role models" visited the school in order to both inform and inspire the students. Practically every week there was an assembly or class visitation featuring a visitor from the world of work.

Since the student population at Chandler is about 99% Black, most of the "role models" were Black. Thus, not only did the children read about and view pictures of successful Black people; they were able to see, feel, and talk with successful people of their race.

Some of the "role models" were Louis Reeves, assistant manager at Hughes Hatcher Suffrin, Earl Wilson of the Detroit Tigers, David Northcross, stockbroker, Charles Boyce of Michigan Bell Telephone, Proves Banks, electrical engineer, and several of the students' parents.

The Chandler Employment Secruity Commission continues to be a success. Boys and girls were taught how to fill out a job application correctly. A brochure on job tips in filling out an application was sent to every class involved. The children were then interviewed for the job they were interested in. If selected, the candidate was sent a notice of hiring and was given a job. If he did not perform his duties satisfactorily, a notice was sent to him and if he did not improve, he was sent a notice of dismissal. However, he was given an interview in which he could state his side of the story. The dismissed employee was allowed to re-apply at a later date.

The consultant has been successful in implementing several curriculum innovations. He introduced a series of English lessons, featuring biographies of Black people who have played an important role in American History, to the administration and school staff. Immediately, these lessons were incorporated into the program of the upper elementary children. These lessons, which serve the dual purpose of helping the pupils become aware of the important reading and grammatical skills, were received avidly by both the students and their teachers.

During the past few semesters having the graduating students attend the junior high school for orientation, prior to the time they would be attending as regular students, had been discontinued. However, the consultant was successful in arranging an orientation program at the junior high school for the graduating students. Hopefully, this will cause the transition from elementary to junior high school for many of out students and their parents.

A teachers manual presenting career guidance lessons of the elementary level was distributed to ten members of the staff. All of the teachers who used it reported that they found it beneficial.

During the past year many of the goals of the Developmental Career Guidance Program have been achieved. The students, faculty, administration, and parents eagerly accepted a guidance staff who demonstrated that they had the best interest of the school and its students in mind. The one area of weakness in this year's program was that of not keeping the entire school staff informed of the objectives and resources of the career guidance team. Due to a large and continuous turnover in school staff this year and the many activities of the career guidance department, many new teachers were in the school several weeks before they were introduced to the program and its goals. However, plans have been made to alleviate this problem in the fall.

Personally, I feel that this has been a very rich and rewarding year, and I am anticipating an even better program next year.

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Chapter V

Evaluation of the Developmental Career Guidance Project

Evaluation has been and is being carried out throughout the course of the project. The preparatory Phase I was evaluated by the participants and by cooperating employers and institution.*

The following evaluation appeared in Teacher Education in a Social Context:

> This pilot program, jointly sponsored and directed by Wayne State University and the Detroit Public School Sysetm, focused upon the training of teams of school personnel for the purpose of raising the occupational and educational aspirations of a selected group of disadvantaged students from six schools in an inner-city Detroit school district. Further, participants in these teams will continue to meet monthly with the project staff during the 1965-66 school year. Of the 6 schools that participated, 3 were elementary and 2 were junior high schools which fed the district senior high school. This program of preparation of school personnel differed from the usual in-service guidance programs in focusing upon the need to change the attitudes and values of elementary school children in order to raise their vocational sights. A rationale for such an approach is given in the Project Plan of Operation which states that "children early begin to develop preferences for types of occupations." Consequently it is at the elementary school level that a developmental guidance program must begin and, of course, be continued in the junior and senior high schools.
>
> The project consisted of two phases: the first, a three-week workshop at Wayne State University for 50 enrollees and guidance personnel from the 6 participating schools. In the second phase of the program, which will take place during the following school year, these workshop teams will work together in their own schools, at which time a guidance consultant will be placed in each participating school to assist the workshop teams in the application of their learnings. The program and its effects will be systematically evaluated. Only the first phase of the program, which took place this summer, is the subject of this report.
>
> The workshop at Wayne State attempted to give its participants a realistic view of the current employment picture and to help them understand and communicate better with minority youth. Participants in their schools. They attended lectures on current economic and social trends and were oriented by field trips to employers in business and industry, to institutions of higher learning, and to community agencies. The 50 enrollees were divided into four groups for the field trips, then regrouped into small workshops in which the teams from each school met together to discuss and synthesize their findings.

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*For results of that Evaluation see the Phase I Report

There were large group meetings with consultants to discuss such areas as curriculum and guidance. Each enrollee interviewed an unemployed adolescent dropout in a counseling laboratory and questioned the youth about his perception of school, life, and work. The enrollee then wrote an analysis of the interview and discussed the implications of his findings with his work group. Enrollees were expected to prepare and present a report of a program of action for their school.

An attitude survey was administered to the participants before and after the workshop. It revealed definite changes in participants' perceptions. They seemed to have become more aware of the need to help minority youth prepare for employment and more cognizant of job opportunities available to qualified minority youth. The participants indicated dissatisfaction with their school's curriculum and services. Furthermore, evaluations completed by cooperating schools and social agencies revealed widespread acceptance and enthusiasm for the program.

When asked to give an overall rating of their experience at the workshop, 90 percent of the participants gave a rating of excellent, while 10 percent gave a rating of good. All said that they would participate again in such a workshop. They found the field trips, the panel-exchange of views, and the interviews with unemployed adolescents valuable. Participants commented on the good organization of the program and on the interest and enthusiasm of the project director. They believed, however, that selection procedures for applicants could be improved. The comments given here were taken from the final report of the program.

The Aware Team visited the project before the workshop began and was impressed with the intelligent preparation for the program and with the spirit and good relations among the personnel. The program appeared to be a promising one, offering help both to the participants through a team approach and to the disadvantaged youth in the Detroit public schools.

Evaluation Design

The basic plan of the evaluative process has been to match the six original experimental schools with the six control schools and carry out the following comparisons as presented in the project proposal:

(1) A survey will be made in each school of student attitudes toward work and school and of their career aspirations at the beginning, middle, and end of the project. A survey will also be made of a comparable school region and results evaluated.

(2) Comparison of number of students going on for further education, who have definite jobs at the time of graduation, etc. Comparisons will also be made between students in the project schools and a comparable school region.

(3) Comparisons of drop-out rates in project schools and of those in the control school region.

(4) Comparisons of school achievement in the experimental and control regions.

The overall plan of evaluation may be portrayed in the following schema:

		Experimental Schools	Control Schools
(1)	September 1965, June 1966-67 68-69-70	Student Aspirational and Attitude Surveys and Faculty Attitude Surveys	
(2)	June 1965, January 1967, June 1967, 1968, 1969, 1970.	Plans of graduating seniors	
(3)	June 1965, June 1967, 1968, 1969, 1970.	Attendance Studies	
(4)	September 1965, June 1966-7-8.	Achievement Test Results	
(5)	June 1966, 1967, 1968, 1969, 1970.	External Evaluations by Site Visitors.	

Instruments Utilized in the Developmental Career Guidance Project

The instruments utilized in the Developmental Career Guidance Project were designed to obtain certain information from the population in the project schools as well as from a comparable population in the control schools. (The instruments, of necessity, were developed under the pressure of time.) This introduction is designed to provide the interested reader with certain information concerning the inventories. The survey instruments were designed to ascertain attitudes, values, and perceptions deemed important to the purposes of the project. In other words, they were designed to measure things that the project staff is concerned with in order to see if any change occurs at certain points in time in the project.

The instruments are four in number:

First, the Career Guidance surveys, Level I, II, and III. Through these instruments, it was hoped to gain information at various grade levels that would be complementary. Further, a faculty attitude survey was administered to faculties in all twelve cooperating schools in order to gain some knowledge of the perceptions and attitudes of the staff in the schools.

II. THE CG SURVEYS

The CG Survey, Level I, was administered to students in grades K - 3 in the six elementary schools of the project.

The survey consists of ten sets of 8 x 11 photographs.* Each set of pictures represents four levels of occupational prestige as indicated in the North-Hatt Study of prestige ranking of occupations. This approach by the National Opinion Research Center obtained positive ratings for 96 occupations by asking its subjects to place each occupation in one of five grades according to its "general standing" compared with all other occupations.

The survey was designed to ascertain children's perceptions of various levels of occupations in order to see if it would be possible to gain any valid indication of children's perceptions of occupations at this early age. There is considerable evidence (e.g. Kagan and Moss) that, at this age, children are, more than anything else, fantasizing about the occupational world. Further, as Super brings out, there is evidence that children begin early to "rule out" certain occupations at this stage of development.

It is important to note that the presentations that were made at Level I were also made in the Level II and Level III surveys. In the higher level surveys, these were made in verbal fashion.

The system used in designing this survey was to divide the North-Hatt list into quartiles and then select occupations from each quartile that it was found students in the project area were familiar with after a preliminary survey was made.

Level I	Level II	Level III	Level IV
A. Scientist	B. Accountant	C. Mail Carrier	D. Taxi-Driver
E. Banker	F. Teacher	G. Barber	H. Soda jerk
I. Engineer	J. Musician	K. Clerk	L. Janitor
M. Minister	N. Radio Announcer	O. Garage Mechanic	P. Shoe shiner
Q. Lawyer	R. Electrician	S. Machine operator (routine)	T. Waiter (lower class)

Each occupation is repeated once in a different context and placement during the course of the presentation at all three levels.

Thus, the method of organization of aspirational items in the CG Surveys at all levels is as follows:

1.	A	B	C	D
2.	E	F	G	H
3.	I	J	K	L
4.	M	N	O	P
5.	Q	R	S	T
6.	T	C	F	I
7.	D	G	J	M
8.	P	S	B	E
9.	H	K	N	A
10.	L	O	R	Q

It can be seen that each occupation is not only repeated in a different context but also appears in a different placement of order in the presentation.

A further note: In the two initial presentations at Level I, we attempted to allow for racial differences by (1) presenting both a Caucasian and Negro in the two presentations made of a particular occupation, or (2) presenting an integrated situation, or (3) allowing the subject to be somewhat ambiguous (e.g., the taxi driver cannot be seen well, the mail-carrier is light-complected, the soda jerk is somewhat ambiguous.)

In terms of North-Hatt quartiles, the presentation is as follows:

North-Hatt quartile	I	A	E	I	M	Q
North-Hatt quartile	II	B	F	J	N	R
North-Hatt quartile	III	C	G	K	O	S
North-Hatt quartile	IV	D	H	I	P	T

The directions for the administration of the Level I questionnaire were developed with the help of Miss Ellen Stephens, the guidance consultant at Stephens Elementary School and several of the Stephens primary teachers.

A pilot study was conducted, the directions were revised by the project director and Dr. William Van Hoose, and certain pictures were substituted resulting in the final product which was utilized.

Pilot studies were conducted at all three levels to determine reliability with the following results:

Table 1

	N	Spearman-Brown
Level I	71	.72
Level II	53	.83
Level III	61	.86

Validity of the CG Surveys has to be initially interpreted as being either the content or construct type. The surveys are related to a variable that does bear relationship to school behavior and school achievement and each item was carefully screened in the initial process. Judgements will have to be revealed in the future on behavior of students in the experimental school.

III. Results

The results indicate that the experimental school populations did gain more in their aspiration levels than the control schools. The results at the first quartile are inconclusive, but the results at the fourth quartile, and on several occasions, at the fourth and second quartiles, indicate that the students in the experimental schools did, indeed, hold higher levels of aspiration after the experiment than they did previously. Indeed, in several instances (see Table), the level of aspiration of students in control schools went down. Thus, perhaps the greatest contribution of the Developmental Career Guidance Project has been in helping combat the deteriorating process that so often occurs in regard to the aspiration and, following, the achievement of inner-city youth.

Table 2

EXPERIMENTAL AND CONTROL SCHOOL RESULTS OF ADMINISTRATIONS OF THE CAREER GUIDANCE SURVEY, LEVEL I 1965-1968

Grades K-3 N's Noted

NORC Level of Aspiration Quartile

	N				I				II				III				IV			
	1965	1966	1967	1968	1965	1966	1967	1968	1965	1966	1967	1968	1965	1966	1967	1968	1965	1966	1967	1968
**E1	298	270	238	243	28%	31%	31%	30%	25%	27%	29%	29%	22%	24%	23%	22%	25%	20%	17%	16%
C1	165	152	133	147	28	29	25	24	26	23	22	23	22	23	26	26	24	25	27	27
**E2	365	325	291	302	25	26	27	28	22	23	21	24	25	24	23	22	28	26	29	25
C2	330	313	303	311	25	26	24	25	21	23	24	24	24	22	24	26	30	29	28	28
**E3	320	310	303	317	24	27	28	27	23	28	29	31	25	24	23	22	28	22	20	20
C3	255	243	225	241	28	28	25	24	24	22	25	23	22	23	23	24	26	27	27	27
**Total Exp.	983	905	832	862	26	28	29	28	23	27	27	29	23	24	23	22	28	21	21	21
Total Control	750	708	661	699	26	27	24	24	23	23	24	23	23	23	25	25	28	27	27	28

**Difference between groups significant at .01 level, Kolmogorov-Smirnov Large Sample Two-Tailed Test.
Note: Percentage totals may not equal 100% because of rounding.

THE CG SURVEY, LEVEL II

The CG Survey, Level II, was administered to all fourth, fifth, and sixth grade students in the control and experimental schools in the project. The CG Survey, Level II, was designed, first, to tap the same North-Hatt alternatives that were presented in the Level I questionnaire for boys. We presented a somewhat related list for girls. It was felt, however, that certain of the occupations presented for boys would be inappropriate for girls. Thus, although the order of presentation and organization was identical, more feminine occupations were substituted. For example, a bookkeeper was substituted for mail carrier, sales clerk for a store clerk, cleaning woman for a janitor, a beautician (hairdresser) for a barber, a welfare (social) worker for a musician, and so forth. A further change was also made in directions.

The Level I questionnaire is concerned with describing certain occupations and telling a story about them to capture the children's interests, in the upper surveys an attempt was made to tap different perceptions of jobs. For example, the survey is designed to ascertain student feeling toward jobs that they felt they could get. This represents an attempt to ascertain differences in the well documented differential perception between fantasy and reality.[1]

A second major purpose in the Level II survey was to gain certain substantive information regarding identifying data concerning individuals, (age, grade, number of siblings, and occupational level.) In addition, the Level

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[1] The directions for this survey were developed primarily by the project director and William Van Hoose.

Table 3

EXPERIMENTAL AND CONTROL SCHOOL RESULTS ON ADMINISTRATIONS OF THE CAREER GUIDANCE SURVEY, LEVEL II 1965-1968

Grades 4-6 N's Noted

NORC Level of Aspiration Quartile

	N				I				II				III				IV			
	1965	1966	1967	1968	1965	1966	1967	1968	1965	1966	1967	1968	1965	1966	1967	1968	1965	1966	1967	1968
**E1	232	220	205	216	28%	29%	31%	32%	29%	35%	31%	32%	24%	21%	22%	23%	19%	15%	16%	16%
C1	197	172	159	151	30	30	29	29	27	27	26	26	25	26	22	23	18	17	23	22
**E2	215	210	188	203	24	26	21	26	24	23	28	28	24	26	27	24	28	25	24	21
C2	280	264	254	235	27	25	25	25	30	25	26	27	23	23	20	21	20	27	29	28
**E3	415	411	383	410	30	32	32	31	25	27	29	30	24	22	20	19	21	19	19	18
C3	290	275	233	247	30	28	27	28	26	27	26	26	24	26	23	24	20	19	24	25
**Total Exp.	862	841	776	829	29	29	30	31	25	28	30	30	25	24	22	21	21	19	18	18
Total Control	767	711	646	673	29	27	27	27	28	27	26	26	23	23	22	23	20	23	25	24

**Difference between groups significant at .01 level, Kolmogorov-Smirnov Large Sample Two-Tailed Test.
Note: Percentage totals may not equal 100% because of rounding.

II survey utilizes the incomplete sentence technique to ascertain values and to a certain extent, self-perception and perception of life and environment.* The results of the Level II survey seem to parallel, in several regards, the results, of the Level I survey. There has been more growth in regard to occupational aspiration among the students in the experimental schools than those in the control schools. This growth leads to the conclusion that a comprehensive guidance program can help compensate for the effects of factors such as socio-economic environment and familial values. The importance of this conclusion is underlined by the Coleman report: "Of all the variables measured in the (Equality of Educational Opportunity) survey, the attitudes of student interest in school, self-concept and sense of environmental control show the strongest relations to achievement.

IV. THE CG SURVEY, LEVEL III

The CG Survey, Level III has been administered to all students in grades 7-10 in the experimental and control schools. Although the reading level of this was rather high, the directions and method of administration modified during the preliminary field studies with the instrument attempted to compensate for this. The survey consists of 85 items and uses a separate answer sheet. The survey uses the multiple choice format as well as a number of Likert-type items designed to, first, gain some information concerning student attitudes and secondly, student perceptions of help received in school, from whom this help was received, and their perceptions of certain school personnel (counselors, teachers, principals, and certain individuals in their environment.) The multiple choice items also attempted to gain identifying information concerning age, grade, sex, residence, siblings, mother's occupation, father's occupation, mother and father's education, length of residence in Detroit, future plans, achievement, and work experience. In addition the same items presented in the Level I and II surveys were repeated.

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*Leonard, G. E. Certain Aspects of the Status and Genesis of Adolescent Values, unpublished doctoral dissertation, Columbia University, 1962

The results, as shown in the appendix, indicate considerable progress in regard to affecting student perceptions and behavior. A survey of conclusions:

1. The level of aspiration of students in experimental schools did increase significantly more than that of students in control schools.
2. Students in experimental schools demonstrated more growth in regard to occupational knowledge and planning than students in control schools.
3. The students in experimental schools seemed to reexamine their value structure significantly more than students in control schools.
4. Students in experimental schools have shown a more acceptable attitude towards counselors as the project has progressed than students in control schools. Interestingly, there has not been a significant change in perception of schools as a whole.
5. Students in experimental schools have perceived a greater need for professional help than previously.
6. Students in experimental schools have developed a greater interest in gaining help from the guidance counselor as opposed to other adults.
7. Students in experimental schools have developed a greater feeling that school will help them achieve their career goals.
8. Students in experimental schools seem to be more sure regarding their future career plans.
9. There seems to be a relationship between students' feelings regarding the worth of counselors and amount of concrete aid received regarding knowledge and plans.
10. Students seem to desire concrete help from counselors and appreciate this type of help more than less concrete type.
11. Students in experimental schools profess a greater desire to stay in, and complete school.
12. Students in experimental schools feel they: have been helped more by counselors, have been helped more in regard to making future plans, and in gaining information they desire.
13. There appears to be a relationship between desire to finish school and desire for help from the counselor.

14. Students in experimental schools seem to exhibit a greater desire for opportunity to achieve in one's career than money or security.
15. There appears to be a relationship between surety in choice occupation and desire to stay in school.

Overall, there is also evidence that students in the experimental schools are more vocationally mature than students in the control schools.

VOCATIONAL MATURITY

There is evidence of growth in vocational maturity among the students of the experimental high school (School E). Vriend[1,2] investigated this variable using the population of 12A's who comprised the January, 1968, graduating class and compared them to their counterparts in the control school (School C).

Based on vocational development theory and research a rationale for the incorporation of six vocational maturity components which would serve as contributors to the total Vocational Maturity Rating (VMR) was formulated in his study. The six components included: 1) School Achievement as determined by report card grades; 2) Agreement between levels of vocational aspiration and expectation; 3) Vocational and Educational Planning; 4) Participation in Activities, in and out of school; 5) Vocationally-related Self-knowledge; and 6) General Job-knowledge. An instrument which yielded subscores in these component areas, the Vocational-Educational Survey (V-ES), was

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[1] John Vriend, "The Vocational Maturity of Seniors in Two Inner-City High Schools." (Unpublished doctoral dissertation, Wayne State University, 1968.)

[2] John Vriend, "Vocational Maturity Ratings of Inner-City High School Seniors," Journal of Counseling Psychology, in press.

constructed, tested in a pilot study, and administered to the experimental and control school groups. The study was based on the Posttest-Only Control Group Research Design,[3] and appropriate statistical tests were employed.

Some of the more salient results of the study are summarized in Table 4.

Table 4

ANALYSIS OF VARIANCE OF VOCATIONAL MATURITY RATING DIFFERENCES BETWEEN COMPARED GROUPS

School	Sex	Curriculum	N	VMR MEAN	SD	df	F RATIO
E	Both	All 3	168	515.46	96.70		
C	Both	All 3	112	360.36	113.39	278	149.6***
E	Both	Coll. Prep.	53	566.45	101.96		
C	Both	Coll. Prep.	31	450.90	106.00	82	23.91***
E	Both	Commercial	74	499.36	96.23		
C	Both	Commercial	36	376.17	97.47	108	39.11***
E	Both	Other	41	478.59	56.27		
C	Both	Other	45	287.36	76.94	84	170.22***
E	Boys	All 3	86	504.80	81.25		
C	Boys	All 3	64	361.70	124.86	148	71.65***
E	Girls	All 3	82	526.63	110.02		
C	Girls	All 3	48	358.60	97.56	128	76.63***
E	Boys	All 3	86	504.80	81.25		
E	Girls	All 3	82	526.63	110.02	166	2.15
C	Boys	All 3	64	361.70	124.86		
C	Girls	All 3	48	358.60	97.56	110	0.02

***p .001

It can be seen in Table 4 that mean scores for vocational maturity ratings are significantly higher in each case for the experimental school. Thus, the results indicate that inner-city high school students who have been exposed to a two-year program of structured career-related activities show a greater degree of vocational maturity in their last semester in high school than similar students who have not. Moreover, the significantly higher vocational maturity mean scores for the experimental group are maintained when like curricular or sex groups are compared. Of great importance is the fact that students in the experimental school in the curriculum labled "other," that general category into which the least motivated and least academically able students tend to fall, received a higher mean VMR (478.59) than the college preparatory students in the control school (450.90). Thus, the program of structured career-related activities appears to be reaching every student in the school, including those who are traditionally the least likely to benefit from a schoolwide program.

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[3] D. T. Campbell and J. C. Stanley. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally, 1963.

Table 5 also shows that the experimental program is not having unequal effects on boys and girls: there is no significant difference in VMR's when boys and girls are compared in either school.

The results given in Table 5 are based on comparisons made between various groups using only the Total Score (VMR) of the V-ES, which is a summation of the six component scores. Table shows comparisons made between the experimental and control groups in each of the six vocational maturity component areas.

Table 5

VOCATIONAL MATURITY COMPONENT DIFFERENCES
BETWEEN EXPERIMENTAL AND CONTROL SCHOOLS:
ANALYSIS OF VARIANCE

V-ES Category	School	N	Mean Score	S.D.	F Ratio
School Achievement	E	168	142.51	74.74	
	C	112	86. 35	59.91	44.27***
Agreement Between Aspiration and Expectation	E	168	66.82	15.83	
	C	112	47.07	28.75	54.35***
Vocational Planning	E	168	89.05	16.81	
	C	112	55.85	25.71	170.81***
Activities, in and out of School	E	168	56.22	22.63	
	C	112	39.45	26.25	32.38***
Self Knowledge	E	168	105.85	20.57	
	C	112	92.16	23.87	22.46***
Job Knowledge	E	168	56.01	14.18	
	C	112	40.00	19.97	61.54***

***p .001, df = 278

Table 5 shows that the experimental group significantly exceeded the control group on all vocational maturity submeasures. They knew more about the world of work and about themselves. They took more actual steps toward post-graduation work or school goals. They participated in more activities in and out of school. They had more actual paid work experience and their on-the-job earnings were higher (these two factors were measured as a part of the "Activities" score). They aspired to higher vocational goals and had a higher degree of confidence that these goals would be realized. They acquired higher grades in school.

This brief resume of the findings of Vriend's vocational maturity study of second semester seniors in the Project high school compared with those in the control school has presented only the more dramatic features of that investigation. His results clearly demonstrate, however, that a program

Table 6

Dropout Rate in Class of 1968 by Year*
Experimental and Control Schools

	Experimental School			Control School		
	September Membership	Dropouts**	Rate	September Membership	Dropouts**	Rate
			Boys			
a.	433	16	4%	319	60	19%
b.	362	82	23%	289	60	21%
c.						
Total						
			Girls			
a.	438	42	9%	339	52	15%
b.	338	68	20%	252	49	19%
c.						
Total						
			Total			
a.	871	58	7%	658	112	17%
b.	700*	150	21%	541	109	19%
c.						
Total percentage Loss for Class of 1968						
Total percentage Loss for Class of 1965			61%			43%

Transfers, etc. are not included, so membership less dropouts does not equal the next year's membership.
*In September 1966, approximately 100 students in this class transferred to "open" outer-city schools. The majority of these students were probably those who would have stayed to graduate.
**Voluntary and Involuntary
a. 1965-6 (10th grade)
b. 1966-7 (11th grade)
c. 1967-8 (12th grade)

which integrates vocationally related knowledge and activities into the total educational experience of inner-city youth can positively influence vocational development.

In order for a program to be judged effective, however, changes in perception must be accompanied by changes in behavior. Consequently the following data are of importance in evaluating the DCG project. The first area of behavior concerns dropping out or staying in school. Although the path to upward mobility in the United States has been labeled education, the inner-city youngster has often been either unable or unwilling to avail himself of this opportunity. In the experimental high school region this had been marked by a "cumulative survival rate" of 38.7%. In other words, "of the original students who registered as tenth graders over 60% had left before graduation." Consequently, whether or not students were staying in school in greater numbers represents a crucial test of the project's effectiveness.

Table 7

Dropout Rate in Class of 1969 by Year
Experimental and Control Schools

	Experimental School			Control School		
	September Membership	Dropouts**	Rate	September Membership	Dropouts**	Rate
			Boys			
a.	448	107	24%	312	86	28%
b.						
c.						
Total						
			Girls			
a.	485	77	16%	295	46	16%
b.						
c.						
Total						
			Total			
a.	933	184	20%	607	132	22%
b.						
c.						
Total						

**Voluntary and Involuntary
a. 1966-67 (10th grade)
b. 1967-68 (11th grade)
c. 1968-69 (12th grade)

Another important variable concerns achievement, as represented by standardized test scores. The case can, and has, been made that present-day achievement tests do not adequately measure the achievement backgroud of inner-city youth and, in fact, discriminate against these youngsters. Nevertheless these tests do reflect societal knowledge that has been shown to be of importance in our present-day world. The following summary table is designed to present data for those experimental and control group students who remained in the program for the first two years of the project. Differences it will be noted are not significant although trends are in a positive direction.

Table 8

Experimental and Control School Groups
Progress in Composite Achievement Test*Scores in Mean Stanines 1965-1967
(National Mean 5.00)

	1965 Mean		1967 Mean	Difference
Grade 4B		Grade 6B		
Experimental	3.12		2.93	-.19
Control	3.75		3.24	-.51
Grade 6B		Grade 8B		
Experimental	2.87		2.94	+.07
Control	3.30		3.24	-.06
Grade 8B		Grade 10B		
Experimental	3.11		3.24	+.13
Control	3.55		3.49	-.06
Grade 10B		Grade 12B		
Experimental	3.33		3.34	+.01
Control	3.96		3.84	-.12

*Iowa Basic Skills and Sequential Tests of Educational Development

1965 N's:	4B	6B	8B	10B	12B
Experimental	210	180	624	549	---
Control	174	143	426	383	---
1967 N's:					
Experimental	228	204	598	446	336
Control	198	144	436	284	235

At the time of graduation from high school, choices must become reality. Thus, if developmental career guidance is to be truly effective students must be more sure in their plans and should be making plans more commesurate with their potential. The following table summarizes plans of January and June graduates of the experimental and control schools in 1965 and 1968.

Table 9

Post High School Plans of Graduating Seniors
in Experimental and Control High Schools
January and June 1965 and 1968

		Enter College	Enter Other School	Obtain Employment	Jobs Promised	Other	N
Exper.							
	Jan.'65	36 (11%)	37 (12%)	220 (68%)	40 (12%)	26 (8%)	319
	Jan. 68	57 (33%)	34 (20%)	78 (45%)	45 (26%)	2 (1%)	171
	Jun. 65	82 (25%)	46 (14%)	144 (37%)	30 (8%)	60(16%)	362
	Jun 68	126 (40%)	21 (7%)	147 (48%)	109 (36%)	3 (1%)	308
Contr.							
	Jan.'65	7 (10%)	11 (16%)	41 (58%)	8 (11%)	12 (17%)	71
	Jan. 68	18 (20%)	11 (13%)	43 (61%)	10 (11%)	6 (7%)	88
	Jun. 65	64 (27%)	23 (10%)	133 (56%)	18 (7%)	9 (4%)	249
	Jun 68	51 (25%)	20 (10%)	132 (63%)	10 (5%)	5 (2%)	208

The 1965 experimental school figures represent the graduating classes from the two high schools from which the experimental school population was drawn.

Occupational Mobility

An additional aspect of evaluation is concerned with occupational mobility. If American society is to continue to provide opportunities for upward mobility, the educational system must provide the rungs to the occupational ladder. Yet, as Davidson and Anderson's classic study has shown, most sons remain at or near the occupational level of the father. In order to see whether or not the graduates of the experimental high school were planning to enter occupations at or above the socio-economic level of their parents.

Occupations can be classified in a great variety of ways. The primary purpose of this area of investigation was to focus on occupational stratification and to study the movement of workers both vertically and horizontally. As a matter of expediency a scale of levels patterned after Edwards'[1] Scale was utilized. The main heads of this scale are:

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[1] Alba M. Edwards, "A Socio-Economic Grouping of the Gainful Workers in the United States," Journal of the American Statistical Association, XXVIII (1933), pp. 377-87.

1. Professional persons
2. Proprietors, managers, and officials
3. Clerks and kindred workers
4. Skilled workers and foremen
5. Semi-skilled workers
6. Unskilled workers

Table 10

LEVEL of OCCUPATION	No. of FATHERS	%	No. of MOTHERS	%	TOTAL PARENTS	%	TOTAL CHILDREN	%
Professional	2	.80	12	4.14	14	2.59	59	20.00
Proprietor	7	2.79	2	.69	9	1.66	0	.00
Clerks & Kindred	12	4.78	13	4.48	25	4.62	95	32.20
Skilled	6	2.39	0	.00	6	1.11	16	5.42
Semi-skilled	36	14.34	28	9.66	64	11.83	19	6.44
Unskilled	188	74.90	235	81.03	423	78.19	106	35.93
Unknown Deceased	14	.00	5	.00	19	.00	0	.00
Unknown Not Stated	30	.00	0	.00	30	.00	0	.00
All Levels	295	100.00	295	100.00	541	100.00	295	99.99

In Table 10 the respondents are arranged according to their level of regular occupation. Listed above are the occupational distribution of 251 fathers, 290 mothers, and 295 children. Some indication of the amount of higher occupational expectations of the children is discernible in the levels of professional, clerk, and skilled workers. The parents are most heavily represented in the unskilled and semi-skilled categories. Table suggests little similarity of representation at any occupational level between the parents and children.

Table 11

PROFESSIONAL	PARENTS	%	CHILDREN	%
Teachers, Etc.	11	2.03	3	1.02
Nurses	2	.37	13	4.41
Engineer	0	.00	1	.34
Doctor	1	.19	0	.00
Accepted Sr. College Profession Unstated	0	.00	42	14.24
All Levels	14	2.59	59	20.00

Table 11 shows that 20% of the children plan to become professional persons, whereas only 2.5% of the parents have achieved professional status. Teaching and nursing are the most common professions for both the parents and their children. This is probably due to the fact that teaching and nursing are more readily accessible to lower economic groups such as the respondents. Though these categories are lower in status than medicine, law, and engineering, they provide more opportunity for rapid vertical mobility with less demanding educational and financial requirements.

Table 12

PROPRIETOR	PARENTS	%	CHILDREN	%
Restaurant	1	.18	0	.00
Hardware	1	.18	0	.00
Self Employed	4	.74	0	.00
Florist	1	.18	0	.00
Baker	2	.37	0	.00
All Levels	9	1.65	0	.00

Table 12 shows that at the proprietor level 1.65% of the parents have their own businesses while none of the children wish to become proprietors. Most of the businesses represented there appear to require smaller investment than other types of business establishments which must compete with super markets, department stores and discount firms.

Table 13

CLERKS AND KINDRED	PARENTS	%	CHILDREN	%
Secretary, Typist, Etc.	2	.37	21	7.12
Bookkeeping, Accounting	2	.37	2	.68
Telephone Operator	0	.00	4	1.35
Business School	0	.00	30	10.17
Junior College	0	.00	34	11.52
Sales	9	1.65	2	.68
Govenment Agency	10	1.85	0	.00
Printing	2	.37	2	.68
All Levels	25	4.61	95	32.20

In Table 13 the data shows that at this level the children outnumber their parents 32.20% to 4.61%. More children and parents are employed in "white collar" jobs at this level than any other. Shorter schooling or training periods and less financial expenses may account for much of the preference for this level by both groups. Because of their lower academic requirements and lesser financial burdens, junior colleges, community colleges, and business schools appear to attract many young people who by-pass senior college. The recent great increase in growth of community colleges, business and technical institutions, and increased demands of business and industry also encourage entry into this level by greater numbers than ever before.

Table 14

SKILLED	PARENTS	%	CHILDREN	%
Tool and Die, Apprentice	1	.19	7	2.37
Carpenter, Apprentice	2	.37	5	1.70
Utilities, Etc.	3	.55	0	.00
Welder, Mechanic	0	.00	4	1.35
All Levels	6	1.11	16	5.42

Table 14 shows rather low representation at this level. Children show 5.42% in these categories while their parents have only 1.11%. This figure may increase in the future for the children because of the rapid growth of apprenticeship programs in industry. However, high standards for apprenticeship programs may prevent a rise in this category. It is hoped that the building trades and craft unions will permit greater entry into these programs, especially by Negroes, who are virtually excluded. Locally, the utilities companies are offering more employment opportunities to Negroes and other minority groups and this may also increase the ranks of skilled workers.

Table 15

SEMI-SKILLED	PARENTS	%	CHILDREN	%
Construction	7	1.29	0	.00
Police - Pvt. Guard	5	.93	0	.00
Delivery and Transport	7	1.29	1	.34
Hospital-Nursing Home	17	3.14	2	.68
Post Office and City	13	2.40	1	.34
Cosmetology and Beauty	1	.19	4	1.35
Armed Forces, Misc.	14	2.59	11	3.73
All Levels	64	11.83	19	6.44

In Table 15 the data shows parents outnumber their children at the semi-skilled level, 11.83% to 6.44%.

Table 16

UNSKILLED	PARENTS	%	CHILDREN	%
Factory	161	29.76	27	9.15
Guard, Attendant, Etc.	2	.37	0	.00
Market, Dept. Store	20	3.70	12	4.07
Waiter, Waitress	6	1.11	1	.34
City, Misc.	23	4.25	3	1.02
Homemaker	201	37.15	0	.00
Unemployed	10	1.85	63	21.35
All Levels	423	78.19	106	35.93

Table 16 shows that 78.19% of the parents and 35.93% of the children are unskilled workers. Nearly one-third of the parents work in factories as compared to about one-tenth of the children. A proportion of the children can conceivably leave this level since in many instances this is their first full-time working experience and they are in their floundering period, as shown by the large number of students who stated they were unemployed! In reality, many students in this category were employed by the time of graduation.

CONCLUSIONS

It would seem that not only is the strengthening of self-concept important, but the school must be acutely aware of the environmental factors involved in the child's life. He can do little to combat what he sees around him, for example, that job opportunities are limited or that he sees a minimal number of Negroes working in prestigious occupations or in a business ownership capacity. However, if he is able to develop a healthy concept of himself he may be able to disregard much of what he observes and aspire in spite of the limiting factors. As we noted elsewhere, "The child's attitude towards himself, moreover, will influence his perception of tasks confronting him as well as his perception of the future."

Finally it must be noted that although the interpretations, implications, and trends of this study do not lend themselves to positive conclusions as yet, they certainly point to the desirability of further and more extensive research in the areas of not only conceptions of occupation and aspiration, but also the role of education in the development of a complete and harmoniously functional society.

In far too many school situations the guidance program has either not been given the opportunity to truly evolve into an activity that affects all aspects of the school or has been restricted to servicing a small segment of the student population. The Coleman report emphasizes that, "pupil attitude factor which appears to have a stronger relationship to achievement than do all the 'school' factors together is the extent to which an individual feels that he has some control over his destiny."

Although the Developmental Guidance Project has been concentrating on servicing disadvantaged youth, the project staff feels strongly that the foregoing conclusion applies to all youth in all school situations. The tremendous waste of human resources attested to by the high college drop-out rate is silent testimonial to the validity of this feeling. All youth need the opportunity to appraise themselves, to consider possible future alternatives, to gain meaningful information concerning their world, and to make plans for themselves. With disadvantaged youth problem is, of course, more critical for their "margin for error" is much less. With them there are fewer familial and community resources to help compensate for the failure of the educational system to effect the guidance function.

Chapter VI

External Evaluation

1966

AN EVALUATIVE REPORT ON THE PROJECT

"Developmental Career Guidance in Action"

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INTRODUCTION

Developmental Career Guidance in Action is a project funded by the Office of Economic Opportunity and co-sponsored by Wayne State University and the Detroit Public Schools with the cooperation of Plans for Progress and the College Entrance Examination Board.

The objectives of the project, as stated in the project proposal, are:

A. To aid a selected group of inner-city Detroit public school students to raise and broaden their educational-occupational levels of aspiration and make better plans concerning their post-high school futures.

B. To develop a pilot program designed to better meet the needs of inner-city youth through emphasis on developmental educational-occupational career guidance in grades 1 through 12.

C. To involve the staffs of the participating schools in the program through cooperative planning and development.

D. To systematically evaluate the program through analysis of student plans and attitudes.

In phase I, approximately fifty representatives from an inner-city Detroit school constellation (one senior high school, two junior high schools, and three elementary schools were represented) met at a two-week workshop at Wayne State University in August, 1965. Workshop members met with resource personnel to discuss economic and social trends; made visits to business and industry, to institutions of higher learning and to community agencies; discussed ways of improving education for inner-city youth; and developed plans for program improvement in the six participating schools. School representatives have continued to meet in periodic workshop sessions throughout the school year, 1965-1966.

In phase II, a three-person team was placed in each school for the academic year 1965-66 to work with school staff, the community, and the students to carry out in the schools a program designed to meet the project objectives. The team consisted of a professionally trained full-time guidance consultant who served as leader of the team and two twenty-hour per-week sub-professionals drawn from the community served by the school. One sub-professional was an adult who served in a liason capacity with students and parents and agencies in the community. The second sub-professional was a qualified deserving student from the senior high school who performed clerical tasks and served as liaison with students.

PURPOSE OF THE REPORT

The project director asked the writer to evaluate the project through interviews with a number of people who participated in the project in the several schools. Other plans, including the use of the control group of schools, have been devised for an objective evaluation of the project in which changes in students will be examined. The present evaluation is dependent upon opinions of participants, including central staff of the project, guidance consultants, school principals, teachers and counselors in the schools and, where possible, pupils.

This evaluation is necessarily subjective and dependent on impressions. Since impressions have been obtained from people at several levels of participation, it is possible to examine the impact of the project as seen from several perspectives, and to note consistencies and inconsistencies in the reports of interviewees.

NATURE OF THE INTERVIEWS

Interviews were held with each of the six school principals, each of the six guidance consultants and one or more teachers and counselors from the participating schools. In the senior high school, a short group interview was held with six students. The list of interviewees is given in Appendix A.

The interviews varied in length from ten minutes to approximately 45 minutes. In general the interviews with guidance consultants and principals were longer; the interviews with teachers and counselors were relatively short. Interviews were held at Hillger, Stephens, and Barbour on Wednesday, June 1; at Burroughs and Kettering on Thursday, June 2; and at the Rose School on Friday, June 3. In addition, a one hour interview was held with Dr. Carl Marburger, Assistant Superintendent of the Detroit Public Schools and Co-Director of the project, and with Dr. W. Dean Edmundson, Field Executive of District 7 of the Detroit Public Schools.

The interviews were loosely structured and varied somewhat according to the interviewees. The following outline of questions was used:

1. What do you understand the objectives of the project to be?
2. What is your role in the project?
3. Does the project seem to be achieving its objectives?
4. Is the project well organized and administered?
5. What has been the impact of the project on pupils in the school?

6. a. What has been the impact of the project on you and on others closely identified with the project (e.g. the school community)?
   b. What has been the impact of the project on the school staff?
   c. What has been the impact of the project on parents and the community served by the school?

7. What problems have been encountered in carrying out the project and what solutions do you see for these problems?

8. What are the long-term prospects for the project?

Questions 5 and 6, which dealt with the impact of the project on pupils and on school staff and program, were considered to be the most important; in the shorter interviews, only these two questions were asked.

The writer was most interested in the impact of the project on school staff and school program; effects on staff and program would tend to persist and affect young people on a continuing basis. He assumed that most interviewees would assert that students had been helped in some measure by the presence of additional workers in the school. He was less confident that the enthusiasm which he knew to exist among central staff of the project would have spread beyond guidance consultants and school guidance committee members to teachers and parents and others concerned on a day-to-day basis with the education of these young people. When possible, interviewees were asked to give examples of the kind of evidence on which they based their impressions.

ACTIVITIES OF THE DEVELOPMENTAL CAREER GUIDANCE TEAM IN INDIVIDUAL SCHOOLS

While specific activities engaged in by the Developmental Career Guidance team varied from school to school, and while some types of activities were given considerable more emphasis in some schools than in others, activities can be categorized under six general headings:

1. Dissemination of occupational and educational information.

   Existing collections of occupational and educational information were increased, and collections of such information were begun in schools where no such collection existed. Information was disseminated through posters, bulletin boards, units in classes and assembly programs.

2. Exposure of pupils to the world of work through field trips and occupational conferences in the schools.

3. Individual and group career counseling.

   The emphasis on group counseling was expecially noticeable. Guidance consultants in all schools were working with several small groups of young people in an effort to enhance their views of self and of occupational and educational opportunity.

4. Work with teachers.

   In all schools an effort has been made to involve teachers in the program of disseminating information and broadening the horizons of the pupils. The intention of the counselors in working with the teachers is not simply to help children presently enrolled in the schools but to help teachers find ways of incorporating themes about occupations in their own classwork with both present and future pupils.

5. Work with parents.

   Counselors have attempted to interest large numbers of parents in participating with the school in the education of the child. Work with parents has taken at least two forms:

   a. A program of information through letters and bulletins to all parents.

   b. Regular group meetings with smaller numbers of parents devoted to child development.

6. Work with existing community agencies to increase school-community cooperation in the education of children.

Counselors in individual schools have been encouraged to be inventive and to capitalize on existing programs and on specific characteristics of the individual schools in developing their programs. An example is the placement office organized at Stephens Elementary School, a program feature which has deservedly received a good deal of attention within the project as a whole. Most of the kinds of (in-school, non-paying) jobs to which elementary school pupils are normally assigned are processed through a placement office manned by the guidance consultant. Job orders are taken, applications are completed, employment interviews are held -- all the activities of a placement office, including conferences with a few pupils who have been dismissed from jobs, take place. Discussion with the consultant and an inspection of some applications convinced the writer that the device is effective in enabling pupils to examine their beliefs about themselves and to test themselves in action.

Conclusions:

As suggested in the introductory remarks conclusions are necessarily impressionistic. It is as if the writer were responding to the question: "What is the sense of your brief encounter with Developmental Career Guidance in Action?"

No one is free from biasis. As Myrdal has suggested in connection with his monumental study of the American Negro, "The American Dilemma," the best one can do is to attempt to recognize one's biases and to control their effects on the method of study and conclusions. The writer came to the evaluative study with a favorable bias toward the purposes of the project but with very little knowledge of the design of the project or of the Detroit Public Schools. This lack of information was an advantage in that he had not made specific judgments about the value of the project, a disadvantage in that it was not possible to inform himself in detail about project objectives and activities in the six schools or about curricula and other special programs in the Detroit Public Schools generally, and in the project schools in particular.

The conclusions drawn, then, must be regarded as tentative; they are based on available evidence. They may further serve as guides to hypotheses in continuing evaluative studies of the project.

1. The project is clear in purposes and direct in its approach to achieving those purposes. Its purposes appear to be clearly and consistently perceived by central staff, by consultants, and by school staff members who were interviewed.
2. The need for enhancing the self concepts and raising aspiration levels of the young people in the project schools is widely acknowledged. The need is seen with different degrees of intensity in the schools, partly because the schools vary in socio-economic level of pupils, and partly because different beliefs about what was being attempted to further vocational development of pupils prior to the project. No interviewee suggested, however, that pupil need did not exist or that greater effort to meet the need was not necessary or fruitless.
3. The central staff of the project remains enthusiastic about the project and convinced that favorable outcomes are being achieved. In fact, the central staff believes that the project has had greater impact on school staffs and on pupils than they had expected.
4. The consultants are a dedicated group with attitudes toward young people consistent with project objectives.
5. Both members of the central office staff of the Detroit Public Schools were and are enthusiastic supporters of the project and believe that it is having a favorable impact on the schools concerned.
6. Generally speaking, the enthusiasm for the project manifest among central staff personnel and guidance consultants was reflected in other staff personnel in the schools with whom interviews were held. Degree of enthusiasm could be rated roughly as "high" in four schools, "fairly high" in one, and "moderate" in another. All interviewees believed that the project should be continued.

7. There was concensus that children had been helped by the project. For example, a counselor in one school reported that pupils who came to him for program planning seemed to talk more intelligently about occupational possibilities in connection with their educational plans. A mother reported that her son had shown a new interest in the industry of Detroit and in occupational possibilities for himself. There were several reports of students whose general attitude toward school and their own prospects seemed to have improved. Group counseling came in for special praise from several informants, though it was acknowledged that the numbers reached through such groups were small.
8. There was concensus that numbers of teachers in all the schools had developed class projects in connection with vocational development and had shown increased interest in helping young people think about themselves and about occupational possibilities. The consultants pointed out, however, that teachers who were school representatives to the project and who participated in the workshop sessions participated more fully in the programs in the schools and that many teachers were not yet involved in the programs. Further, the consultants were not sure that attitudes and practices of participating teachers were permanently **affected,** i.e., that teacher activities in connection with vocational development would persist in the present degree if the project were withdrawn from the schools. Principals, in general, believed that continued leadership of the kind the consultants are now offering is necessary if the school programs are to continue to develop. Some vocational activities, they believed, would continue even in the absence of a consultant; but certain activities, such as industrial visits, require considerable coordination -- and time for such coordination -- and all activities require stimulation and

encouragement. In short, the principals believed that consultants are needed if the programs are to capitalize on what they consider to be a fine beginning.

9. Several aspects of the project have not been commented upon for lack of sufficient evidence. Such topics include: the effectiveness of the work of the sub-professionals; the impact in the junior and senior high schools of the work of the consultant on the work of existing counseling staffs; the implications of the work of consultants in the elementary schools on the need for counselors in the elementary schools and their functions if introduced; and the experience of the several teams in involving parents more fully in the work of the school and the results of these efforts. These topics deserve attention in the continuing program of project evaluation.

10. In summary, the project idea and the programs which were carried out during 1965-1966 received an overwhelming vote of confidence from those interviewed. That the interviewees were not simply showering uncritical praise of the project for the edification of an outsider is attested to by the fact that they both documented their favorable opinions and criticized aspects of the project. Criticisms were relatively few and dealt with aspects of the project which interviewees believed had not been as fully or as efficiently implemented in their schools as in some others. The writer came away convinced that the idea and the strategy for implementation of Developmental Career Guidance in Action had combined to make a significant contribution to the education of the young people in the project schools.

EPILOGUE

The writer is grateful for the opportunity to "see guidance in action," however fleetingly. The visits to the schools were a convincing demonstration that young people have a lively interest in educational and career possibilities if they can be shown that they have a stake in the future. Put differently, the visits were a demonstration that the constructs associated with vocational development theory, such as vocational self-concept, are fruitful guides to practice in guidance.

The project further demonstrates that an adequate program of guidance with whatever emphasis consists of much more than the direct pupil-helping activities of the counselor, important as these are. The consultants in the project have been required to be, and have been, "change agents," interested in affecting the attitudes of other staff members and of parents toward the vocational development of young people and in promoting practices relevant to furthering vocational development. Perhaps the phrase, "enabling agents" is a better one, since it suggests that consultants enalbe a school community to give the kind of attention it believes necessary to an important aspect of the development of the pupils.

It is understood that there are plans to extend the project to additional schools. The project should be extended; all the evidence at the moment attests to the worthwhileness of the project idea and its implementation. Any such extension should not, however result in a decrease in project efforts in existing schools. Just as the project deserves to be extended, so it deserves to be given a full-blown trial in the schools where it has made so fine a beginning.

Ohio University, Athens, Ohio
May 31, 1967

TO: George E. Leonard and the staff of the Developmental Career Guidance Project.

FROM: George E. Hill, Distinguished Professor of Education

SUBJECT: Visit to the Project of May 23-27, 1967

For three and one-half days it was my privilege to become acquainted with the staff and many other persons concerned with the Developmental Career Guidance Project. First let me express my appreciation of the many courtesies extended to me and of the patience of staff members with whom I could spend far too little time to give adequate attention to their work.

In the course of these visits I talked seriously with fifty five different persons, visited the ten project schools and conferred at some length with the Director and his associates, the Assistant Superintendent for Pupil Personnel Services, the Director of Guidance, his Assistant, a leading lay member of the advisory group, the ten Guidance Consultants, the ten Community Aides, nine of the ten school Principals, several Assistant Principals, several teachers, and several students. The first day was spent talking with Project staff members, officials of the Detroit Public Schools concerned with the Project, and with a layman who has been an active participant through his company in the Project's activities. This briefing enabled me to gain background which enhanced considerably my reading of the first year's report. The next two days were spent visiting the ten Project schools. These visits were brief; but they were revealing. I believe it is possible to draw from these observations reasonably valid conclusions about the Project. However this was an impressionistic tour anderrors of observation are entirely possible. One half day I spent in the Saturday morning Project workshop.

If I were to cite serious gaps in my contacts they would be particularly the lack of time and opportunity to talk with more pupils, more parents (persons other than the Community Aides) and with a sample of business, industrial, labor and professional personnel who have done so much to make the experiences of the students worthwhile as they explore the world of work. Impressions of the attitudes of these persons had to come from guidance consultants, Project leaders, teachers, community aides and a few students.

The report is divided into three parts. First, there are some general impressions which my observations in Detroit reinforced; though they are generalizations gained by eight months of recent visitation of school guidance programs in twenty seven states. Second, there are seven observations about the Developmental Career Guidance Project which I believe to be valid and which lead to some questions regarding the Project. Third, there are summarized recommendations.

I. General Impressions Regarding School Guidance and the D.C.G. Project

Sound education for today's children and youth must have three basic characteristics: It must be developmental - starting where the learner is and taking him ahead. It must be relevant - making sense to the learner so that his learning experiences are accepted by him and school is seen as a sensible vehicle to help him grow up. It must be integrative - treating the learner as a person, not just a brain; hanging together so that its parts form a useful whole.

The D.C.G. Project seems to me to exemplify these three characteristics. Not perfect in its operation, it still appeals to me as an emphasis in education that is bound to have an impact upon children that is positive and gainful.

Sound education for today's children and youth must emphasize the true fundamentals of education for free people. The real fundamentals are such learnings as these:

Children must mature in their understanding of themselves. Without this they go through life confused, unhappy and aimless.

Children must mature in a sense of responsibility for themselves. Self-understanding pays off in good citizenship when the learner says "What I am, I am; but I am responsible for using the potential I have constructively."

Children must mature in the ability to solve their problems and make their own decisions. This is a learned ability, slowly achieved through the experience of responsible choosing and problem-solving.

Without this the child becomes the easy tool of those who would control his mind and make his decisions.

Children must mature in their understanding and appreciation of education and of productive work, of the intimate dependence of work competence upon educational achievement, of the ever-changing nature of the skills needed in our economy, of the excitement and opportunity our changing economy provides.

Children must mature in their understanding of how human beings live peaceably and happily together.

Children must mature in the values and the skills which enable them to live peaceably and happily with themselves and with others.

These six basic learnings - the true fundamentals - I believe constitute the major learnings being emphasized by the D.C.G. Project staff and their colleagues. This does not downgrade the importance of the usual "fundamentals" the subject matters and the skills of the school curriculum. Emphasis upon these six learnings makes the usual subject matter come to life, make sense in terms of the realities of the world these children face each day.

In any school system the objectives we achieve as a staff are those we earnestly seek to achieve. We get about what we work hardest to achieve. Thus, if a guidance project is to achieve its purposes, there must be concrete evidence that those involved are doing things which directly relate to the objectives. The four objectives stated on parg 6 of the Project's first year report appear to this observer as entirely in harmony with what he heard people say and saw people do in the cooperating schools as they sought to illustrate the project to me. In short, practice as viewed in the schools appeared to be intended to achieve the objectives of the Project.

II. The D.C.G. Project in Action and in the Future

In this section I wish to make seven statements about effective guidance programs in schools, comment on the ways in which the D.C.G. Project illustrates these characteristics and raise some questions about the present and the future of the Project. The reader will do well to remember that my chance to observe this Project was limited and thus these are impressions subject to some degree of error. The most common error in such observations as these is that of variability of practice from person to person and school to school. The opening statements are worded as "shoulds" because I believe these are essentials; although their application would naturally vary depending upon school and community circumstances and thus upon the long-term needs of the students who are the object of attention and concern.

1. Study of the world of work, and of its educational implications, should be seen as a means--a bridge--to more important ends.

These more important ends are such learnings as were listed in Section I of this report; or they might be stated in terms very similar to the purposes of the D.C.G. Project:

Higher and firmer aspirations, both educational and vocational.

Clearer and more responsible views of self.

Sensible and continual planning for economic self-reliance.

This Project demonstrates in a pointed and dramatic way that this principle can be applied with children from the kindergarten through the secondary schools. It has been my experience, and the Project demonstrates this, that teachers and their pupils very quickly sense the significance of study of the world of work and that children are enabled by such study to enhance their appreciation both of themselves and their opportunities and of the role that school achievement plays in moving toward a responsible and economically rewarding place in the world of work.

I saw no evidence that study of workers and their contributions was viewed as an end in itself. The several observations of work being done in the classrooms, and reports on what was done on field trips, elicited strong evidence that the occupational aspects of teaching and of guidance were being used to help children enhance their self-understandings, their educational and occupational aspirations and their motivation for good achievement in school.

The Guidance Consultants, with the help of the Community Aides, seemed to me to be doing a soundly well-rounded job of guidance for children and youth. In many ways the Project schools, were they not identified as "Project schools," illustrate good guidance practices for any schools. I saw no evidence that this is a narrowly vocational program.

QUESTION: Have the vocational aspects of this Project - being of great public interest and concern - created in the minds of some members of the Detroit community the impression that the spread of this Project's practices entails simply attention to the vocational aspects of guidance?

There is some evidence of this, as illustrated, for example, by the recent N.A.A.C.P. proposal to the Board of Education. I would urge that every effort be expended in publicity through the press, in public meetings, in the contacts of the schools with parents and with business leaders, to keep emphasizing the aims of the Project. These purposes are broad and need to be illustrated constantly by examples of how the Project's staff actually seek to help children in the variety of ways that the vocational emphasis initiates and motivates.

2. The whole community should be viewed as the school's classroom, both for instructional and for guidance purposes, these purposes being truly harmonious.

The use of the rich human resources of a great city to help children achieve a sense of relevance and meaning from their schooling is sound educational practice. The many ingenious ways of utilizing persons, services and productive operations to teach the reality and the excitement of work constitute an impressive characteristic of this Project. While some qualms were apparently expressed originally regarding the many field trips, I sensed only a little of this in my visits. The pre-trip preparation, the emphasis upon workers and their functions, the field-trip follow-up activities of teachers and Guidance Consultants have served to make this emphasis an important and direct contribution to classroom learning. Thus subject matter learning has been motivated and enriched, rather than neglected.

Bringing workers into the schools has been an inevitable counter-part of taking children into the community. This has served to personalize the experiences children gained by direct observation and also to enhance community interest in the schools. The use of fathers and mothers from the school's own community has been especially appealing to children.

QUESTION: Has this aspect of the Project - especially the field trip - been overdone? Is too much time being spent taking children away from the school?

I heard this question raised by some. My own impression is that the answer is "No." The fact that many of these children come from circumstances characterized by limited previous experience (For example, some of these children had never before been in "downtown" Detroit!) adds weight to the need for this field expreience emphasis. Also these experiences are planned largely by the teachers. The Guidance Consultants and Community Aides have been facilitators and collaborators; they have not been taking over children to relieve teachers. Thus, field trips are not escape hatches; they are significant phases of an enriched educational experience. At least they are in this Project.

3. A sound guidance program in any school demands the creation of a working team that includes a great variety of persons.

Who are in the "guidance act?" In this Project I found strong involvement of the regional superintendent, the assistant superintendent for pupil services the director of guidance, the principals and assistant principals, the teachers, the guidance consultants, the community aides, the student assistants, the counselors (in junior and senior high schools), the pupils, the parents, the business and community workers and leaders. All of these, in one way or another are involved in important ways in this Project.

The proper coordination of a Project as complicated as this and its integration into the regular on-going program of instruction and guidance are matters of considerable concern. In the elementary schools this appears to be easier done than in the secondary schools. Perhaps this is due to the fact that the elementary schools previously had no assigned guidance workers on their staffs. Thus the integration of these into the school's staff structure was in some ways easier than their addition to high school staffs which already included guidance counselors. However, in both elementary and secondary schools I sensed nothing but real professional attitudes on the part of all concerned and serious effort to incorporate and capitalize upon the work of the Guidance Consultants and the Community Aides.

While it is dangerous to single out certain kinds of staff members for special comment, I must emphasize that the Community Aides in this Project constitute, strategically, a real stroke of genius. These women, without exception, impressed me as making a significant contribution in terms of consultative assistance to teachers and Guidance Consultants and in terms of home and parent contacts which have helped to achieve helpful home-school relationships.

The Guidance Consultants in this Project are professional persons of impressive competence. The Project stresses the aspirational levels of the pupils. Perhaps it is not amiss to comment on the aspirational levels of these Guidance Consultants. I found among them no pessimism, no lack of zeal, no lack of creativity or ingenuity in their work.

It should be emphasized that these schools, like most American public schools, are under-staffed. Class size is too large, pupil-counselor ratios too high, pupil-personnel worker ratios too high. The work week of many of the persons with whom I talked exceeds that which should be expected even of true professionals who are quite willing to go an extra mile. Interestingly, none fo them volunteered any comment on how heavy their loads are!

QUESTION: How can adequate staffing, especially in these schools heavily populated with children from homes of very limited means, be achieved? In the seven elementary schools the presence of a guidance consultant has had a stimulating and positive effect. How can funds be secured to achieve such a staff gain in the scores of other elementary schools? How can the proportion of substitute and temporary teachers in so many school staffs be sharply reduced? How can these children who deserve the very best be provided the best? I well know such questions as these are easy to ask and extremely hard to answer. But they must be asked, and asked again and again.

4. Parents should be seen as persons of major significance in the educational program of a community.

The variety and ingenuity of ways in which parents are being drawn in the D.C.G. Project schools into a closer working relationship with the schools is impressive. The parent, at his best, is still a child's best counselor. He is - at his worst or at his best - still an important educator in the life of his child. I saw many ways in which the staffs of these schools, with their efforts enhanced by the Guidance Consultants and the Community Aides, are bringing about changed attitudes toward the schools on the part of many parents. Much remains to be done. Many parents are not yet fully aware of the Project's purposes or of the school's efforts for their children. But significant progress has been made.

QUESTION: How can parental involvement in their children's education be both broadened and deepened? The conducting of parent discussion groups at the schools and in the homes, home visits by the Community Aides, formation of parent clubs and study groups, the presence of parents on field trips - all these plus news letters and other means of communication have done much to bring about a closer working relationship between home and school.

These activities have revealed many needs faced by parents which the schools cannot themselves meet. The recent event in one of the city's schools, sponsored by business and industry, which provided the means for persons to interview for potential jobs at an evening session in their own community illustrates one of these needs. The recent field trip for adults only, sponsored by one of the Project schools, met with an enthusiastic response; and it helped these parents better understand community services which could be of help to them. These are examples of extensions of the parental aspect of this Project that merit wider use.

5. This fifth observation points especially to the guidance consultants: They are getting amazing amounts of work done by the application of zeal and know-how. This is as it should be.

QUESTION: Are the guidance consultants and the community aides defining their functions, and thus their work loads, with a sharp eye to priorities? Are some limits other than the number of hours in the day being applied so as to insure the most effective use of their talents? It is a common temptation of persons working in a helping relationship to assume that they must extend themselves, they must do more than a minimum job, they must go beyond reasonable expectations. If they do not, they tend to feel guilty, to note what might have been had they only gone further in their efforts.

In schools such as the D.C.G. Project schools the needs of children and youth are so obvious and so pressing that the consultants and aides find it difficult to say "No" to any request or any idea of their own which seems promising in terms of the needs of particular children. My impression is that the principals and the Project leaders have done well in protecting these staff members in the instructional program and the like. I wonder, though, if the Guidance Consultants in particular have been as careful as they should be to protect themselves from their own zealousness.

6. In a school system a good idea should be contagious.

Word about the Developmental Career Guidance Project has spread about Detroit and far beyond the city. Such projects are often called "pilot" projects; yet this was a word that I heard not once while visiting Detroit and the D.C.G. Project schools. The interest and enthusiasm for the Project on the part of persons in many different capacities was evident.

Projects of this kind, with outside funding and with a measure of outside supervision can serve as a sensible and useful stimulus to improvements in the system as a whole. In fact, to be blunt about it, such a project can very well serve to stimulate thinking and change at times when neither is especially popular. QUESTION: Is the Developmental Career Guidance Project going to make a real difference in helping to improve both the guidance programs and the instructional programs of Detroit's schools? Or will it ultimately get smothered in the seemingly inevitable provincialism that plagues most huge urban school systems? The answers to these questions depend upon the attitudes and the work of a good many people. Citizens' interest in the Project is encouraging. Administrative leaders, both in the central office and in the schools, are enthusiastic. For example, one principal said to me, "How can this project be used to help my counselors really be counselors?". Free and open communication between the Project leaders and the City Schools pupil personnel administration gives promise of hopeful answers to this sixth question.

7. Any program that is expected to survive must have built-in and rigorous means of evaluation.

Counselors in schools used to be asked "What do you do?". Now they are much more apt to be asked "What do you get done?". People want to know what the D.C.G. Project gets done. The assessment of pupil and teacher reactions at the end of the first year was a useful and productive method of evaluation. In the long run the test is change in the behavior of children and youth. A subsidiary test is change in the behavior of parents, teachers and administrators.

Evaluation in terms of changes in pupil behavior, maturing of these young people toward responsible citizenship, must rest on the gradual accumulation of evidences regarding their behavior. This can be done by efforts which assess such evidences as: the holding power rates of the schools, the post-school employment and adjustment of the students, the ratings of pupils periodically by their teachers and their counselors, as they progress through school, employer evaluations of former students-on-the-job, and the like. The conduct of as many individual developmental case studies of children as can be prepared provides one of the very effective ways of evaluating such a project in schools. There is nothing quite like the "for instance," the individual cases. They carry the message of the impact of this project with a punch of great potency. QUESTION: Do we have the means to assess the impact of this Project upon children and youth as evidenced by their growth in self-reliance, higher aspirations, and effective adjustment to life's demands? Are these means being employed to achieve an accumulation of evidence over a period of time, in such a way as to answer the question: What does this Project get done?

Incidentally, I would not worry about the "Hawthorne effect" in such evaluations. For one thing, if a special Project stimulates results there seems to me no sense in saying, "Well, this is just because you are doing something different; and it will pass." In fact there is recent evidence which seriously questions the assumption that such effects are temporary.

III. Some Recommendations.

1. The Developmental Career Guidance Project seems to this observer to have been a stimulating productive enterprise, fraught with great promise for continuing to help the children in these ten schools and potentially capable of use in any school.

2. The D.C.G. Project is centered upon the achievement of significant purposes, aims which constitute the heart of the real fundamentals of good education. Pursuit of these aims enhances, rather than detracts from, achievement of the usual subject-matter achievements.

3. My observations led me to conclude that the activities of the Project are well geared to the Project's purposes.

THUS: I would strongly recommend the continuation of the Project along lines such as it has been following, with recommendations for the future as suggested below.

1. Constant emphasis should be given, in all public contacts of the Project, to the broad purposes of this effort. This needs to be done to counteract any further development of narrow conceptions of the Project's aims. This recommendation concerns both statements and publications about the Project and the continued conduct of professional activities by the Guidance Consultants which demonstrate a broad conception of the guidance function in schools.
2. The field trip and the use of community consultants in the schools have been kept in excellent balance as contributing to the borader instructional efforts of the schools. My "recommendation" regarding this is more a matter of commendation than of recommendation.
3. It is recommended that the broad staffing conception of this guidance project be continued and that fuller staffing of more schools be vigorously pursued.
4. Parental involvement is one of the most significant aspects of this Project. Ways to broaden this involvement, including larger and larger proportions of the parents, are needed. Ways to deepen the involvement of parents are also possible.
5. The guidance consultants and their community aides need to take time to examine carefully the full scope of their activities and establish priorities which keep their loads within reason.
6. The constructive contribution of the D.C.G. Project to all Detroit schools is widely recognized - as potential, but not yet as reality. Ways for applying and adapting the Project's methods and philosophy, especially ways of extending guidance services in other elementary schools and improving guidance services in the secondary schools, need to be the object of serious staff study.
7. The current methods of evaluation should be broadened to involve greater

attention to long-run changes in children. This entails both developmental accumulation of pertinent information regarding children's changes in behavior and the conduct of a good many case studies of individual children who have been helped by the Project.

1968

The Wayne State University -

Detroit Public Schools

Developmental Career Guidance Project

Buford Stefflre

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The information in this report comes from an examination of printed materials prepared by the Developmental Career Guidance Project and from a three-day visit to the Project sites. Six schools were visited and a wide variety of participating individuals interviewed--guidance consultants, community aides, teachers, students, department heads, building administrators, district general administrators, pupil personnel administrators, parents and other community members, [illegible]ticularly valuable because the activities going on and the materials in the rooms vividly demonstrated the extent of the impact of the Project. In reviewing the three days, a surprising and significant omission from the list of those contacted is apparent-counselors. Certainly they were available and could have been interviewed and the fact that it was neither suggested nor requested says much about the need for a demonstration project in Detroit.

Targets

Curriculum: The impact of the program on the curriculum was most apparent and heartening. At all levels at least some teachers were systematically relating their subject matter to careers. In doing so they frequently introduced specific units which had been developed in cooperation with a guidance consultant. It is ironic that, at least in some cases, the emphasis which is now being used as a consequence of the Developmental Career Guidance Project has been present in the official and standard curriculum guide for some time. The difference seems to be that now the teachers are convinced of the necessity of relating their subject matter to careers and are putting into practice what formerly was only theory.

To instrument their new goals teachers in cooperation with guidance consultants are arranging for a variety of experiences which would appear to be most worthwhile. Trips to industry and discussion - in the classroom and at the plant - with workers who can serve as role models to the children are foremost among these. It was particularly good to see that these role models represented the entire spectrum of occupational prestige for certainly the use of semi-skilled and service workers as role models for these children would seem to be wise. A society which has approximately 10 percent professional workers is not being educationally effective when it provides for its children role models, 90 percent of whom are professionals. Seeing the enthusiasm of the teachers and their apparent caring was among the most satisfying of the experiences during these three days.

Still another aspect of curricular change engendered, at least in part by the presence of the Project, consists of units and continuing emphases on the racial background and heritage of the children. Since in most schools about 95 percent of the children were Negroes, the curricular results lead to Afro-American history, art, folk tales, etc. The impression given was that the vocational consultants in their desire to enhance the self-concept of the students were instrumental in helping and persuading teachers to introduce this new emphasis on Afro-American background and contribution to American culture.

Parents: The second impact of the Program noted was that on the parents. In a block meeting, parents were heard discussing their views of the Program and the educational, vocational and personal problems of their children. Furthermore, the community aides and guidance consultants were frequently able to cite the consequences of the Program for the parents. The major impact seemed to be a reassessment of reality and a recognition that there are some changes in occupational opportunity which may make the future of their children brighter than their parents had thought possible. That is, parents now realize that some doors which for generations have been bolted are now open. Another consequence of the program has been a belief on the part of the parents that they are being listened to and understood to a greater degree than formerly. This matter of parent involvement in the schools is perhaps the major issue in urban education today and it would be naive to believe that this Project has solved the problem. Although there were differences from school to school, the impression was that a relatively small proportion of parents was directly touched by the program. In at least one case, however, the vocational consultant estimated that she had had personal contact with 300 of the approximately 400 mothers whose children were in the schools. In another case, it seemed that the principal valued the guidance consultant primarily as someone who could "cool off" parents with grievances. It would take a skillful sociological team to really assess the nature and extent of the consequences of this Project for parents and parent reactions to the school as an institution. What was visible from the surface seemed helpful in that it gave parents dignity and consideration which they had sometimes previously been denied.

Students: Third, the help to students was, of course, most apparent. Many were helped to get into college, to secure post high school jobs, and to assess their capabilities in the light of opportunity. That is, students in the Project schools were having the advantage of a good program of guidance which included the usual services of counseling and placement. However, when it is remembered that only one guidance consultant is present in each school, and that the enrollment in some of these schools is above 2,000, it will be obvious that not all could be done that needed doing.

The enthusiasm for this program on the part of students and teachers is a testimony to the hunger for individualized help in these schools. Some of the consultants were involved in individual and group counseling with students. The director of the project indicated that the consultants had been warned against giving too much of their time to this activity and his reservation seems a wise one. Certainly with such ratios a consultant's entire time could be swallowed up in doing counseling. Broader guidance services and the availability of a richer educational diet because of changes in the curriculum would seem to be a more reasonable contribution from the Developmental Career Guidance Project.

In summary, there seemed evidence of changes in the curriculum as a direct result of the presence in the school of the guidance consultant. These changes seemed sensible, overdue and directly related to the objectives of the program. Furthermore, there seemed to be evolving a contract with parents which should result in a better understanding and relationship between the school and the family. Finally, it was very clear that students were getting specific and needed help in turning their aspirations into reality at the same time that they were receiving a better education in the classroom.

Process

In attempting to understand how these ends were being achieved, at least two elements of the process call for particular attention.

The work with the community members and with the students seemed to be giving hope for their aspirations and direction for their anxiety and frustration. The concept of efficacy seems most relevant here. That is, the belief that their activities had the power to produce an effect was being inculcated in students and parents. For long, some of them felt that the school was a monolity which they could neither understand nor change and that the larger society was a hostile environment which did not care for them, listen to them nor responded to their wishes. Now this view was being replaced by a belief that what they did mattered. That if they studied, if they learned, if they worked hard it would make a difference in their lives. This efficacy is thought by many to be the major ingredient necessary to enable the Negro to exchange hoplessness for hope, rage for reason and alienation for autonomy.

Another aspect of the process centers around the logistics of the Project itself. A staff has been assembled that is dedicated, hopeful, enterprising and creative. They go their various but almost equally valuable ways. The director has apparently given them much freedom and consquently, there is considerable variety in what they do. One may spend much energy on creating curriculum materials, another on individual or group counseling, another on the planning of broader curriculum changes, another on community contacts and events. As a result, the Program seems to confirm what the many have long suspected which is that good guidance is that activity performed by good guidance workers.

Unanswered Questions

Many questions about this project and similar projects remain unanswered. It may even be characteristic of such projects that they raise more questions than they answer.

For example, to what extent can we expect hard research findings to validate these activities. The research by John Vriend "The Vocational Maturity of Seniors in Two Inner City High Schools," is an uncommonly sophisticated and skillfully executed doctoral dissertation. Its findings, however, rest almost completely on the initial comparability of an experimental group which was exposed to the Developmental Career Guidance Project and a control group which was not. Although these two groups are matched on a number of variables, it is obvious that we could only feel certain of their comparability if we knew that they were selected at random from a population of schools and the treatment assigned to them at random. This is an impossible thing to ask of a large city school district. The absence of random assignment, however, leaves us wondering what were the initial differences in administration, teachers, etc., etc. and how they contributed to the differences found at the conclusion of the study. There is no point in picking at the specific criteria used or the possibility of Hawthorne effect. The major question to be raised is the reasonableness of an insistence on hard data to support such projects. While the attempt to gather such data is applauded, the likelihood that it will ever demonstrate conclusively the worthwhileness of a project does not seem great. The case must also be rested on logic and observation.

It is a truism in guidance administration that the counselor should be directly in a line relationship with the building administrator. While this relationship is carried out in this Project de jure the fact is that the counselor receives his professional supervision elsewhere, and the principal probably understands that he will get this extra and "free" help for his school only so long as he cooperates reasonably in the goals of the Project which may not always be his goals. In short, it appeared in at least one school that the vocational consultant was able to accomplish what he was accomplishing simply because he was somewhat free of the principal's supervision and somewhat removed - in fact though not in theory - from his authority. Such a situation raises interesting problems about the relationship of power and authority to change. These vocational consultants are clearly change agents and it is possible that such agents are by nature subversive of the usual lines of authority. Perhaps we need to rethink our line staff relationships in guidance. Is it possible that guidance workers should report directly to a centralized guidance superior rather than to school principals? It could be that the principal would need a veto power over activities but would no longer be expected to supervise or sanction the behavior of the counselor. Certainly such an organization would result in something two headed but would it necessarily be a monster?

The heavy emphasis on careers raises the question of what are the important elements that students need to consider when they think about work. For the most part, they are being given definitions of occupations, the chance to observe and talk to living referents for occupational titles, and probably some information about training, wages and the usual dimensions of occupations thought to be important by guidance specialists. What can be done to learn the dimensions which are really important to children of various ages and backgrounds? We do not know what concepts children use when they think of work. Are they necessarily the usual dimensions such as length of training, chance for advancement, and salary? These commonly used dimensions may simply reflect the biases of occupational information experts. Besides investigating the concept formation activities of children with regard to occupations is it possible that we need to spend more emphasis on the social psychology of work and less on the economics? What can be done to help the children see the kind of home they might live in if they were a plumber as opposed to a physician as opposed to an unskilled laborer? What are the differences in the way the house would look inside, the magazines that might be read, the power they would have in the community, the sorts of friends they would have? This depiction of life styles as a correlate of occupations seems to be an important and frequently neglected dimension of career development.

Finally, what is the relationship of this Project to the regular guidance program in Detroit. As indicated in the first section, no contact was made with counselors. Certainly this suggests some distance be continued so that the impact of the Program does not become vitiated by the current view which many have of the guidance program in Detroit? Or is it better that this program become more concerned and involved with the present Detroit guidance program in the hope that it may somehow improve what is happening? There seems to be unanimity of opinion that at present counselors in Detroit are spending practically all of their time on discipline, attendance, and scheduling. While this is not the universal situation, it is most frequent. In short, it appeared that Detroit does not have a guidance and counseling program by the usual definition. Can this project stimulate a desire for such a program? Is it better that this project be used simply to encourage the school system and the community to face the fact that there is no counseling program in Detroit? Is it possible to work toward the kind of kamikaze bluntness and honesty which permits the Detroit schools to say to the community, "We have not been able to afford a guidance and counseling program? We do hire administrative assistant who are concerned with such matters as discipline but your children must look elsewhere for counseling."

Conclusion

After three days, visits to six schools, conversations with many people, and some reflection it is apparent that the chief ingredient of this program is hope. What previously seemed clearly impossible, now seems possible. What everybody knew couldn't be done, seems to be being done. The changes in curriculum are long overdue and patently educationally sensible. The new feeling of efficacy on the part of Negro parents and students may be the last great hope of conciliation between the races. However, the limited number of schools touched leaves open the question of whether you can make major and permanent changes without changing the parent institution itself. The parent institution in this case is the Detroit Public School system with its many problems and its tradition with regard to guidance and counseling. Many highly professional employees of the Detroit schools are working hard and skillfully to make needed changes in the guidance program whose shortcomings they understand much better than does a visitor. But history, power groups and financial problems conspire to make change difficult. Finally, then, the question becomes how is Detroit to be weaned from this specially funded program. Can it be persuaded to take over the program and expand it so that all the schools will receive these benefits? Can it be persuaded to make changes in its present program so that it comes closer in purpose and process to the Developmental Career Guidance Project?

The courtesies from all the Project staff were many and were much appreciated. Most impressive too was the openness, the spirit of self criticism, and the recognition of the need for continual assessment and change on the part of the personnel in the Detroit school. Such an attitude is refreshing and smells of hope.

The director's personal impact on the Project, the system and the community was pointed out and praised by many. His imagination, energy, and belief that something can be done are most evident and commendable. He has lit a candle and the light has brough hope to many.

PLANS FOR PROGRESS EVALUATION*

Theo Volsky Jr.

University of Colorado

Project Director

The Plans for Progress Institute in this highly industrialized city cannot be evaluated in isolation because it is integrated into a larger project, the Developmental Career Guidance Project. This larger project is a year-round effort of the state university, various local industries and the federal government. The Plans for Progress Summer Institute was a program in which school counselors were employed by industry, after which they were required to prepare a detailed job analyses. The Developmental Career Project, on the other hand, is a year-round program which focuses on students as well as counselors.

PARTICIPANTS AND PROGRAM

The counselors from elementary and junior high schools were participants in the Plans for Progress sponsored work phase of the project. Some high school counselors also participated.

In the institute program the participants worked for four weeks in industrial positions for one to four employers. They had two days of preparatory work at the beginning of the institute and three days at the end for collecting material and writing job descriptions from their work experience. This phase of the program, which was supported by Plans for Progress, is integrated into a much larger continuous program. Plans for Progress also supports follow-up meetings throughout the year.

DIRECTOR

One of the most impressive aspects of the program can be seen as a reflection of the personal characteristics of the director. He inspires a phenomenal degree of loyalty and enthusiasm in those who are working closely with him. This regard is a reflection of his own energy and enthusiasm; some of it also reflects his interpersonal skills, his awareness of the importance of public relations and publicity, and his ability to communicate his own committment to the project. Particularly important is his willingness to bestow praise and encouragement upon those who are working with him, while at the same time demanding their utmost effort. He has selected fellow workers to whom he could honestly and sincerely express praise. He has cultivated and taken advantage of opportunities to publicize the program, its goals and procedures, to the public via radio and television.

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*One aspect of the year-round D.C.G. program is a summer Vocational Guidance Institute sponsored by Plans for Progress, a voluntary industrial organization. The summer institutes have included teachers and counselors from project schools in aiding them to gain knowledge of employment opportunities. The summer program has evolved nationally so that it is now replicated in over thirty cities.

CRITIQUE AND RECOMMENDATIONS

The program is impressive by virtue of the fact that interest and enthusiasm are maintained by a series of large meetings throughout the year. These characteristics (a dynamic leader with enthusiastic followers) can be expected to produce rather deamatic results; however, there are reasons for words of caution. Each time a new program is instituted it produces dramatic and exciting results which kindle more enthusiasm. Later stagnation may set in and the program may become more ritualized and less exciting, resulting in discouragement and cynicism. Plans for Progress program appeared to run at a feverish pace, and one could not help but wonder how long such a pace could be maintained, particularly when the program has many virtues which should be maintained over a period of many years.

Many industries are not only contributing money but also time, interest and enthusiasm to the program. The larger industries have clearly recognized that support for programs such as those are good and profitable business practices. All of the counselor participants interviewed expressed the feeling that they had achieved a new understanding of the problems, needs and interests of the business community. However, this increase in understanding did not appear to be clearly a two-way communication. In fact, the industrial sponsors and the administration of the institute did not receive as much benefit from the institute as they might have. More specifically, they do not have an emphatic understanding of the problems confronted by the counselors who are working at the "grass roots" level. Apparently, the industrial sponsors were concerned with letting the counselors know about their problems but were markedly less concerned about listening to, and understanding the problems of the counselors. The directors, on the other hand, were quite aware of the counselors' problems.

Possibly a profitable development for the future would be a program aimed more directly at the school administration so that the counselors could be freed to devote their efforts toward career guidance and vocational education rather than toward many of the problems now being assigned to them such as discipline, truancy, etc. The counselors in the schools have a responsibility to define their role clearly and to fight for the role in which they can be maximally effective, and support from the project would be very helpful. The counselors were enriched by the institute experience, but with respect to many of the criteria established they were already well prepared prior to the institute. For example, none of the counselors interviewed gave any indication that prior to the institute they were unaware of the need for "matching potential to job demands" or of "the attitudes which economically deprived youth have toward such matters as employment." On the other hand there was clear evidence that the counselors had achieved a much clearer understanding of the problems faced by industry as well as discovering the fact that opportunities now exist for minority youth which did not exist a short time ago.

With regard to "realism" we found that the counselors were extremely well versed in regard to the problems of the minority youth and reasons for the students difficulty, both academic and vocational. Here again, we found little understanding on the part of industry of the minority youths' problems. For example, one cannot "teach" or simply tell a student that he must be well groomed, that he must use good English, etc., when his sub-culture and his family may be exerting equal pressure on him to do otherwise. The counselors seem fully aware of these external pressures and have made efforts to attack them by arranging meetings, to communicate some degree of optimism to the parents. Furthermore, the overall career guidance project has very constructively directed efforts toward these underlying problems through radio and television publicity as well as student participation.

With regard to commitment, the institute was eminently successful. One of the primary sources of this success was due to the skill of the director. The director indicated a genuine interest and respect for those who were working with him in industry and in the schools. He was very free in expressing compliments while, at the same time, was clearly demanding a high level of performance. Furthermore, he recognized and effectively utilized the publicity media. He also very honestly delegated responsibility which allowed all of the participants, including industry, to feel that their role was a vital decisive one. In a nutshell, each participant felt that this project was a part of him.

In the area of implementation, the institute had its biggest problem. The leaders of the institute recognized that one of their biggest problems now is inertia and resistance to change in the school. Counselors' efforts are handicapped by their role as defined by school administrators. Hence, the increased participation of the administrators might be helpful in the future. The counselors are given encouragement and pressured to change their own roles.

Some of the counselors expressed alienation and frustration based on their feeling that those who were exerting the pressure on them did not clearly understand their inability to institute changes. Consequently, the pressures were less persuasive than they could have been.

While the above comment appears to be extremely critical, such an impression is not intended. Overall, the institute was highly successful, particularly impressive were the enthusiastic report from participants and genuine commitment of industry to the problem. The individual industrial leaders in the community and the general tone of feeling in the community combined to bring about the desired effect.

SUMMARY

In summary, probably the most impressive aspects of the institute were the commitment and enthusiasm on the part of industry, the fact that it was embedded in a larger very constructive project, highly developed publicity and the loyalty and enthusiasm of the instrumental leaders.

On the other hand, probably the main weaknesses are the unidirectional communication and understanding from the industry to the counselors, the impact and possible dependency of the project upon the outstanding qualities of the director and the relative absence of school administrators as participants. Although the difficulties presented by students' families and perhaps sub-cultural characteristics are recognized, attempts to aggressively look at these problems appear to be rather far down on the list of priority. All of the institute leaders are to be very highly commended for a job extremely well done, and for a very important and constructive beginning. The commendations can be extended to the industrial leaders, the community in general, the individual counselors, as well as to the directors. The evaluators had difficulty in maintaining objectivity because of being "caught up" in the enthusiasm of almost everyone interviewed.

APPENDIX

Appendix

The C G Survey, Level III

The information below pertains to all the tables which follow:

1. Numbers

	Experimental Schools	Control Schools
N 1965	787	1498
N 1967	2319	1520

2. Difference

A Kolmogorov-Smirnov Two-Tailed Large sample test was conducted on difference between 1965 and 1967 resultin in the experimental and control schools. The level of significance (if any) is indicated.

3. Intergroup Comparison

Analysis of variance was utilized to determine whether results from the 1968 administration of the survey to experimental and control population were significantly different. Only the F ratio is reported here since a more complete presentation of results will be made in the final report of project results.

1968 N

Experimental: 2572 Control: 1619

Table 1

PRESENT AGE

Exp. Schools	14	15	16	17	18 and over
1965%	58.9	20.5	11.3	3.1	.47
1967%	48.1	26.4	11.3	8.1	6.1
Control Schools					
1965%	63.9	19.9	8.6	5.7	.59
1967%	50.7	25.9	12.9	6.9	3.6

Table 2

PRESENT GRADE

Exp. Schools	7	8	9	10	11-12
1965%	20.2	27.2	24.1	16.4	5.9
1967%	13.9	29.8	30.5	14.4	6.3
Control Schools					
1965%	23.5	24.8	25.7	18.6	5.3
1967%	10.1	34.8	33.0	13.3	8.9

Table 3

Sex

Exp. Schools	Male	Female
1965%	48.6	50.2
1967%	46.0	52.7
Control Schools		
1965%	46.4	52.3
1967%	44.2	54.9

Table 4

TYPE OF DOMICILE

	Sgle Home	2 Fam. Home	Apt 4 rms or more	Apt. 3 rms or less	other
Exp. Schools					
1965%	64.5	28.6	3.8	1.2	.38
1967%	66.5	28.02	3.7	1.4	.39
Control Schools					
1965%	62.7	25.6	8.2	1.4	.28
1967%	61.8	26.9	9.5	1.5	.26

Table 5

Number of Siblings

Exp. Schools	0	1	2	3	4 or more
1965%	5.6	19.5	13.4	13.8	51.3
1967%	5.9	10.8	13.1	14.3	55.7
Control Schools					
1965%	5.5	13.8	18.2	15.3	44.9
1967%	6.6	13.1	19.3	15.0	45.9

Table 6

MOTHER'S OCCUPATION

EXP. Schools	House wife	Prof.	Factory Worker	C&S	Cook, Maid, other svc
1965%	53.3	7.6	7.7	8.20	19.5
1967%	53.3	10.1	8.0	9.5	18.5
Control Schools					
1965%	59.8	11.3	6.7	10.5	7.6
1967%	59.0	13.0	8.7	11.3	7.9

Table 7

FATHER'S OCCUPATION

Exp. Schools	Prof.	C & S	Factory worker	Bldg.Const worker	Sm Bus owner
1965%	3.1	5.3	64.5	14.5	2.8
1967%	4.1	6.4	69.7	15.5	4.5
Control Schools					
1965%	4.6	6.6	64.9	12.8	5.8
1967%	5.4	7.1	67.1	13.8	6.8

Table 8

MOTHER'S EDUCATION

Exp. Schools	8	some H.S.	H.S. Grad	Att. Coll.	Grad. Coll.
1965%	14.6	28.5	43.1	9.9	.83
1967%	15.4	28.1	44.9	10.7	.91
Control Schools					
1965%	18.9	28.3	40.6	8.5	.47
1967%	19.2	30.3	40.5	9.4	.54

Table 9

FATHER'S EDUCATION

Exp. Schools	8	Some H.S.	H.S. Grad	Att. Coll.	Grad. Coll.
1965%	20.1	27.3	34.8	5.9	7.7
1967%	22.6	26.8	35.3	6.6	8.6
Control Schools					
1965%	23.1	25.4	30.4	6.2	7.4
1967%	25.5	26.1	32.1	6.8	9.7

Table 10

LIFE IN DETROIT

Exp. Schools	All Life	1 yr or Less	2 yrs	3 yrs	4 yrs +
1965%	65.3	2.7	1.9	2.3	21.3
1967%	68.02	4.7	2.8	4.1	19.4
Control Schools					
1965%	63.2	4.4	2.8	5.3	20.5
1967%	63.2	6.7	4.5	6.6	18.9

Table 11

GRADES ON REPORT CARD

Exp. Schools	A's&B's	B's	B's&C's	C's&D's	D's
1965%	7.9	31.2	27.1	22.8	10.6
1967%	8.4	30.9	30.3	20.9	9.5
Control Schools					
1965%	9.6	33.4	28.1	19.6	7.1
1967%	9.4	28.9	26.7	23.5	9.7

Intergroup Comparison 1968: F = 40.97 with 1,3573 DF
P = .01

Table 12

NUMBER OF PEOPLE LIVING IN HOUSE OR APARTMENT

Exp Schools	2	3	4	5	6 or more
1965%	3.7	8.2	13.6	16.5	52.1
1967%	4.6	9.2	13.2	18.5	54.5
Control Schools					
1965%	4.5	11.6	14.5	16.0	51.9
1967%	6.4	12.1	16.3	17.2	47.9

Table 13

WORKED FOR PAY

Exp. Schools	Never	Summer Only	Aft. Sch. & Wkend only	Summer & Aft.Sch	Other
1965%	15.2	22.3	22.6	29.6	3.4
1967%	17.4	20.1	27.2	29.0	6.2
Control Schools					
1965%	19.1	21.4	24.4	29.4	7.4
1967%	18.9	19.8	23.1	31.1	6.1

Intergroup comparison 1968: F = 0.59 with 1,3443 DF
P = NS

Table 14

Job Level Aspiration Quartile (Item 8)

Exp. Schools	I	II	III	IV	O	D
1965%	24.4	19.5	32.6	19.3	4.2	
1967%	31.4	23.2	26.8	17.3	2.3	.01
Control Schools						
1965%	33.1	20.8	23.2	22.3		
1967%	34.2	21.2	25.5	18.4	.7	.01

Intergroup comparison 1968: F = 5.98 with 1,3395 DF
P = .05

Table 15

Job Level Aspiration Quartile (Item 10)

Exp. Schools	I	II	III	IV	D
1965%	19.8	39.1	21.1	18.1	
1967%	22.4	43.9	20.9	10.9	.01
Control Schools					
1965%	19.6	40.1	25.3	14.3	
1967%	13.3	19.9	43.1	21.9	.01

Intergroup comparison 1968: F = 7.89 with 1,3499 DF
P = .01

Table 16

Job Level Aspiration Quartile (Item 17)

Exp. Schools	I	II	III	IV	O	D
1965%	10.9	16.9	28.2	38.2	6.8	
1967%	11.04	28.2	26.9	39.5	4.4	.01
Control Schools						
1965%	10.3	16.6	26.9	39.2	6.9	
1967%	10.2	18.3	25.9	41.1	4.5	.05

Intergroup Comparison 1968: F = .1623 with 1,419 DF
P = NS

Table 17

Job Level Aspiration Quartile (Item 14)

Exp. Schools	I	II	III	IV	O	D
1965%	18.2	35.6	25.2	14.5	6.5	
1967%	24.2	36.5	24.4	12.9	1.9	.01
Control Schools						
1965%	16.8	35.4	23.1	14.6	11.1	
1967%	24.8	35.3	20.2	17.5	2.2	.01

Intergroup comparison 1968: F = .2179 with 1,4116 DF
P = NS

Table 18

Job Level Aspiration Quartile (Item 16)

Exp. Schools	I	II	III	IV	O	D
1965%	22.8	26.0	26.4	19.1	5.3	
1967%	20.3	32.9	37.2	7.6	2.1	.01
Control Schools						
1965%	18.2	31.3	24.9	9.4	11.1	
1967%	19.3	36.3	27.9	10.5	5.9	.01

Intergroup comparison 1968: F = 4.38 with 1,3661 DF
P = .05

Table 19

Job Level Aspiration Quartile (Item 18)

Exp. Schools	I	II	III	IV	O	D
1965%	13.8	35.9	37.9	6.7	4.7	
1967%	16.6	44.3	33.9	3.8	9.9	.01
Control Schools						
1965%	14.6	48.6	32.7	3.7		
1967%	15.1	47.4	32.9	4.0		

Intergroup comparison 1968: F =3.67 with 1,3417 DF
P =.10

Table 20

Job Level Aspiration Quartile (Item 20)

Exp. Schools	I	II	III	IV	O	D
1965%	20.7	29.2	28.4	9.9	10.7	
1967	21.1	30.5	33.8	11.3		.05
Control Schools						
1965%	29.1	33.4	27.9	8.7	2.3	
1967%	22.8	29.5	35.4	10.4	1.9	.01

Intergroup comparison 1968: F = 5.24 with 1,3209 DF
P = .05

Table 21

Job Level Aspiration Quartile (Item 22)

Exp. Schools	I	II	III	IV	O	D
1965%	34.4	17.6	29.0	15.9	3.1	
1967%	37.2	26.8	24.2	9.9	1.9	.01
Control Schools						
1965%	35.3	30.5	24.8	9.1	1.7	
1967%	35.3	28.3	25.9	9.5		NS

Intergroup comparison 1968: F = 2.17 with 1,3660 DF
P = NS

Table 22

Job Level Aspiration Quartile (Item 24)

Exp. Schools	I	II	III	IV	O	D
1965%	2017	29.2	28.4	20.7		
1967%	25.3	24.6	42.6	4.1	4.4	.01
Control Schools						
1965%	24.1	18.9	38.2	17.6		
1967%	5.1	43.3	24.6	24.3	2.4	.01

Intergroup comparison 1968: F = 5.10 with 1,3253 DF
P = .05

Table 23

Job Level Aspiration Quartile (Item 25)

Exp. Schools	I	II	III	IV	O	D
1965%	12.8	27.8	24.0	27.6	7.8	
1967%	27.3	32.1	31.6	6.3	2.1	.01
Control Schools						
1965%	13.7	31.5	21.5	29.8	3.5	
1967%	6.4	33.3	31.3	26.7	2.2	.01

Intergroup comparison 1968: F = 3.64 with 1,3305 DF
P = .10

Table 24

Guidance Counselor Helped to Find a Part-Time Job

Exp. Schools	SA	A	V	D	SD	D
1965%	6.9	11.8	14.6	30.5	35.8	
1967%	8.6	14.1	13.3	31.7	32.4	.05
Control Schools						
1965%	6.7	7.5	11.2	24.2	45.9	
1967%	8.5	13.5	11.8	30.9	35.4	.01

Intergroup comparison 1968: F = 0.47 with 1,3546 DF
P = NS

Table 25

Like to Participate in Clubs, Sports, etc.

Exp. Schools	SH	A	U	D	SD	D
1965%	35.7	30.5	13.2	12.3	9.2	
1967%	43.7	29.3	9.4	8.8	8.3	.01
Control Schools						
1965%	37.0	30.4	14.6	7.0	3.9	
1967%	40.4	29.5	11.6	11.4	4.3	.05

Intergroup comparison 1968: F = 5.82 with 1,346 DF
P = .05

Table 26

I Like to Watch TV & go to Movies

Exp. Schools	SA	A	U	D	SD	D
1965%	39.7	36.3	7.1	5.6	3.4	
1967%	41.5	38.9	9.1	6.8	3.6	.05
Control Schools						
1965%	43.7	35.2	7.4	4.9	2.9	
1967%	46.4	37.5	7.4	5.7	3.1	.05

Intergroup comparison 1968: F = 4.11 with 1,3492 DF
P = .05

Table 27

I Like to Attend Concerts & Plays

Exp. Schools	SA	A	U	D	SD	D
1965%	13.3	19.2	19.6	22.9	19.9	
1967%	13.7	21.5	18.9	23.7	22.1	.10
Control Schools						
1965%	12.6	20.6	19.7	23.0	17.9	
1967%	12.0	19.7	18.5	24.9	24.9	.15

Intergroup comparison 1968: F = 4.41 with 1,3478 DF
P = .05

Table 28

I Like to Attend Sports Events

Exp. Schools	SA	A	U	D	SD	D
1965%	41.5	30.6	12.2	8.1	7.8	
1967%	43.8	32.2	11.2	7.1	5.7	.05
Control Schools						
1965%	41.3	30.3	11.7	6.6	5.1	
1967%	44.8	32.2	11.3	5.7	6.1	.05

Intergroup comparison 1968: F = .911 with 1,3462 DF
P = NS

Table 29

I Like to Play Sports Myself

Exp. Schools	SA	A	U	D	SD	D
1965%	39.8	28.8	9.8	6.5	6.0	
1967%	49.1	30.3	8.1	6.9	5.6	.01
Control Axhoola						
1965%	43.4	28.4	8.2	6.6	6.6	
1967%	50.4	29.2	8.8	6.1	5.5	.01

Intergroup comparison 1968: F = 14.38 with 1,3445 DF
P = .01

Table 30

Different Number of Occupations Considered

Exp. Schools	0	1	2	3-4	5 & more	D
1965%	9.2	29.7	32.1	20.4	9.0	
1967%	8.5	22.1	37.5	23.5	8.4	.01
Control Schools						
1965%	8.1	29.9	34.4	20.2	8.4	
1967%	8.6	26.5	33.6	22.9	8.3	.05

Intergroup comparison 1968: F = 1.03 with 1,3536 DF
P = NS

Table 31

Occupational Experience, Work for Pay

Exp. Schools	Never	Summer	Aft Sch & Summer	Summer,Aft Sch&Sat.	D
1965%	25.2	22.3	22.6	29.6	
1967%	17.4	23.1	27.1	32.0	.01
Control Schools					
1965%	22.4	22.8	23.0	22.7	
1967%	18.9	19.8	23.0	32.2	.01

Intergroup comparison 1968: F = 0.59 with 1,3443 DF
P = NS

Table 32

Results of Tests Helpful in Planning Future

Exp. Schools	SA	A	U	D	SD	D
1965%	18.7	29.7	25.9	12.2	14.7	
1967%	19.7	30.01	28.9	12.9	8.4	.01
Control Schools						
1965%	20.7	28.9	27.8	10.5	5.6	
1967%	17.6	29.6	26.4	17.1	9.3	.05

Intergroup comparison 1968: F = .15 with 1,3539 DF
P = NS

Table 33

Plans Regarding School

Exp. Schools	Grad H.S.	D.O.This Year	D.O.Next Year	N.S.Likely to DO	N.S. Likely to Stay	D
1965%	74.1	4.1	4.5	7.2	8.9	
1967%	79.7	2.8	1.9	4.6	11.1	.01
Control Schools						
1965%	80.7	2.8	2.6	2.6	12.1	
1967%	76.3	3.4	2.6	7.2	10.5	.01

Intergroup comparison 1968: F = 0.402 with 1,4305 DF
P = NS

Table 34

College Plans

Exp. Schools	Full time	Part time	Not sure	Plan not to Go	D
1965%	36.9	15.3	31.2	16.0	
1967%	37.6	24.4	24.8	11.1	.01
Control Schools					
1965%	41.2	13.6	32.5	12.0	
1967%	33.2	19.6	31.9	15.1	.01

Intergroup comparison 1968: F = 4.114 with 1,4289 DF
P = .05

Table 35
Plans after High School

Exp. Schools	Work	4 yr. Sch.	Voc. Sch.	Service Marriage	Other	D
1965%	22.2	29.8	11.8	11.3	13.9	
1967%	23.8	40.4	16.6	11.3	8.0	.01
Control Schools						
1965%	20.3	44.2	13.6	11.1	7.1	
1967%	27.4	38.2	15.6	11.4	7.4	.01

Intergroup comparison 1968: F = 3.62 with 1,3444 DF
P = .10

Table 36

Surety of Choice of Occupation

Exp. Schools	Very Sure	Sure	Not so Sure	Not sure at all	Compl in air	D
1965%	18.6	25.8	34.4	12.3	7.2	
1967%	23.5	28.7	37.6	6.7	3.6	.01
Control Schools						
1965%	24.7	28.0	37.2	5.9	3.1	
1967%	25.1	26.8	37.2	6.6	3.5	.01

Intergroup comparison 1968: F =3.32 with 1,3523 DF
P = .10

Table 37

Choice of Occupation, Values

Exp. Schools	Money	People	Security	Decision	Promotability	D
1965%	26.1	11.7	29.5	9.7	22.9	
1967%	23.1	13.7	26.5	9.8	32.9	.01
Control Schools						
1965%	17.7	17.5	24.9	10.7	29.1	
1967%	20.6	18.4	20.5	9.6	30.9	.01

Intergroup comparison 1968: F = .16 with 1,3598 DF
P = NS

Table 38

Choice of Career

Exp. Schools	Money	Parents Approve	Get Ahead	Security	White Collar	D
1965%	27.9	15.2	33.1	12.4	9.3	
1967%	26.8	12.2	46.3	7.3	7.3	.01
Control Schools						
1965%	24.4	16.1	44.5	6.5	5.1	
1967%	27.3	13.9	46.2	7.2	5.4	.05

Intergroup comparison 1968: F = 6.75 with 1,3482 DF
P = .01

Table 39

Guidance Counselor's Job Important

Exp. Schools	SA	A	U	D	SD
1965%	32.1	38.3	13.2	5.9	3.3
1967%	36.5	38.1	14.1	6.5	4.7
Control Schools					
1965%	36.3	39.2	11.1	4.8	3.1
1967%	36.6	41.2	12.2	6.2	3.8

Intergroup comparison 1968: F = 8.01 with 1,3560 DF
P = .01

Table 40

Guidance Counselor is here to Help Students

Exp. Schools	SA	A	U	D	SD	D
1965%	38.7	38.6	9.2	8.3	2.7	
1967%	44.6	38.3	9.7	3.3	4 1	.05
Control Schools						
1965%	44.0	36.3	10.8	2.9	3.1	
1967%	45.6	37.8	10.7	3.2	2.8	

Intergroup comparison 1968: F = 6.47 with 1,3583 DF
P = .05

Table 41

Conferences with Guidance Counselor have been Necessary

Exp. Schools	SA	A	U	D	SD
1965%	18.2	32.8	27.8	15.3	9.9
1967%	20.9	32.5	23.3	12.6	10.7
Control Schools					
1965%	20.2	34.1	27.3	10.0	7.2
1967%	20.9	34.9	19.9	13.7	10.6

Intergroup comparison 1968: F = 6.50 with 1,3415 DF
P = .05

Table 42

Guidance Counselor is to Help Students with Problems

Exp. Schools	SA	A	U	D	SD	D
1965%	38.7	38.6	9.2	3.7	2.7	
1967%	44.6	38.3	9.7	3.3	4.1	.05
Control Schools						
1965%	41.0	34.6	10.3	5.4	3.1	
1967%	42.5	36.4	12.5	5.7	2.9	

Intergroup comparison 1968: F = 64.04 with 1,3543 DF
P = .01

Table 43

Guidance Counselor is for Discipline

Exp. Schools	SA	A	U	D	SD
1965%	18.2	32.8	18.8	11.3	6.7
1967%	20.9	32.5	23.3	12.6	10.7
Control Schools					
1965%	12.2	23.8	24.2	18.5	14.1
1967%	9.1	24.1	23.6	21.5	21.7

Intergroup comparison 1968: F = .32 with 1,3518 DF
P = NS

Table 44

Guidance Counselor should take Attendance, Issue Late Passes, etc.

Exp. Schools	SA	A	U	D	SD	D
1965%	11.6	19.3	23.1	23.4	18.5	
1967%	11.9	18.8	18.2	22.9	28.1	.01
Control Schools						
1965%	12.9	21.4	19.5	29.7	21.4	
1967%	10.1	19.0	17.5	28.4	25.1	

Intergroup comparison 1968: F = .16 with 1,3532 DF
P = NS

Table 45

Would like to be able to Discuss Problems with G. C

Exp. Schools	SA	A	U	D	SD
1965%	35.0	31.1	13.3	12.7	9.9
1967%	34.8	30.5	17.4	11.3	8.9
Control Schools					
1965%	36.9	31.4	13.6	8.6	6.2
1967%	37.1	29.4	15.7	10.6	7.2

Intergroup comparison 1968: F = 15.11 with 1,3564 DF
P = .01

Table 46

Would Rather Discuss Problems with Teacher than with Guidance Counselor

Exp. Schools	SA	A	U	D	SD
1965%	9.6	21.2	25.5	26.6	15.7
1967%	9.8	17.7	28.7	24.8	19.1
Control Schools					
1965%	9.4	14.6	24.8	28.0	19.1
1967%	9.9	16.8	28.2	26.1	18.9

Intergroup comparisons 1968: F = .36 with 1,3555 DF
P = NS

Table 47

Rather Discuss Problems with Parents

Exp. Schools	SA	A	U	D	SD
1965%	29.4	26.0	22.2	10.3	8.1
1967%	27.7	28.8	21.3	11.6	10.6
Control Schools					
1965%	31.0	18.9	22.7	14.4	11.8
1967%	28.4	27.9	23.2	12.0	8.4

Intergroup comparison 1968: F = 10.14 with 1,3571 DF
P = .01

Table 48

Guidance Counselor Concerned only with Good Students

Exp. Schools	SA	A	U	D	SD
1965%	7.3	10.4	15.7	24.7	33.1
1967%	7.8	11.6	19.3	23.9	37.4
Control Schools					
1965%	7.1	9.2	15.8	24.1	38.4
1967%	7.8	9.7	15.5	26.4	40.6

Intergroup comparison 1968: F = .47 with 1,3546 DF
P = NS

Table 49

Guidance Counselors only Care about Poor Students

Exp. Schools	SA	A	U	D	SD
1965%	6.1	10.6	19.3	25.6	32.7
1967%	5.6	8.3	18.3	28.0	39.8
Control Schools					
1965%	6.1	6.8	15.3	27.6	41.6
1967%	6.8	8.1	14.5	28.7	41.9

Intergroup comparison 1968: F = .47 with 1,3546 DF
P = NS

Table 50

Guidance Counselors Care about all Students

Exp. Schools	SA	A	U	D	SD	D
1965%	44.3	23.6	12.6	14.9	5.4	
1967%	46.1	24.5	15.6	5.8	7.9	.01
Control Schools						
1965%	50.1	23.8	3.5	4.4	5.4	
1967%	48.9	24.4	12.6	6.9	7.1	

Intergroup comparison 1968: F = 5.62 with 1,3533 DF
P = .05

Table 51

School Subjects will Help in Career

Exp. Schools	SA	A	U	D	SD
1965%	40.6	35.7	12.0	5.4	7.1
1967%	42.9	36.4	11.9	5.9	2.9
Control Schools					
1965%	45.9	32.6	14.2	3.8	2.3
1967%	43.7	35.2	12.9	5.1	3.1

Intergroup comparison 1968: F = 2.17 with 1,3586 DF
P = NS

Table 52

Personal Needs Being Met by School Subjects

Exp. Schools	SH	A	U	D	SD
1965%	15.4	39.9	21.5	16.8	7.9
1967%	14.9	40.9	24.1	13.2	6.9
Control Schools					
1965%	15.5	42.2	26.1	11.3	4.4
1967%	13.3	40.3	24.8	14.9	6.8

Intergroup comparison 1968: F = .61 with 1,3541 DF
P = NS

Table 53

Rather not Discuss Problems with Anyone in School

Exp. Schools	SA	A	U	D	SD
1965%	12.1	15.5	23.9	25.5	22.9
1967%	12.1	14.8	22.2	26.3	24.7
Control Schools					
1965%	12.1	11.9	22.9	25.7	27.3
1967%	12.8	16.2	20.9	24.4	25.6

Intergroup comparison 1968: F = 1.11 with 1,3543 DF
P = NS

Table 54

Teachers have Helped in Deciding Future

Exp. Schools	SA	A	U	D	SD
1965%	14.9	26.3	18.3	23.9	17.6
1967%	15.1	27.1	18.9	21.9	17.0
Control Schools					
1965%	15.9	26.2	19.6	21.9	15.7
1967%	14.2	23.6	19.1	22.9	20.4

Intergroup comparison 1968: F = 1.18 with 1,3534 DF
P = NS

Table 55

Don't Think School will Help in Future

Exp. Schools	SA	A	U	D	SD
1965%	10.1	9.8	14.7	19.6	44.8
1967%	7.2	8.6	12.2	20.5	51.5
Control Schools					
1965%	7.7	6.2	12.8	21.7	50.9
1967%	7.1	8.7	10.9	21.9	51.4

Intergroup comparison 1968: F = .91 with 1,3462 DF
P = NS

Table 56

Opportunity to Discuss Problems with Teachers

Exp. Schools	SA	A	U	D	SD
1965%	18.5	30.5	21.3	14.7	14.8
1967%	17.2	30.1	25.9	11.7	15.1
Control Schools					
1965%	24.0	31.6	23.0	12.2	8.6
1967%	19.4	30.9	25.6	11.3	12.7

Intergroup comparison 1968: F = 14.38 with 1,3445 DF
P = .01

Table 57

Teachers Show Interest

Exp. Schools	SA	A	U	D	SD
1965%	10.7	11.1	8.9	25.7	31.9
1967%	10.8	11.4	20.7	24.3	32.6
Control Schools					
1965%	11.4	14.0	17.9	23.8	31.9
1967%	10.4	12.1	17.1	27.1	33.3

Intergroup comparison 1968: F = .64 with 1,3493 DF
P = NS

Table 58

Counselor Helped in Finding Employment

Exp. Schools	SA	A	U	D	SD
1965%	7.9	13.8	15.6	31.5	31.7
1967%	8.6	14.1	13.3	31.7	32.4
Control Schools					
1965%	7.4	12.1	14.7	33.3	32.3
1967%	8.5	13.5	11.7	30.9	35.4

Intergroup comparison 1968: F = 5.71 with 1,3517 DF
P = .05

Table 59

Have Received Help in Planning School Program

Exp. Schools	SA	A	U	D	SD
1965%	17.3	26.2	16.1	20.7	19.3
1967%	18.5	29.4	15.6	18.9	17.5
Control Schools					
1965%	22.5	32.4	14.5	16.5	13.7
1967%	17.4	33.3	15.8	19.9	19.6

Intergroup comparison 1968: F = 7.86 with 1,3472
P = .01

Table 60

Received Information about Job Opportunities

Exp. Schools	SA	A	U	D	SD
1965%	14.7	27.8	17.4	19.9	20.1
1967%	17.2	31.5	15.9	17.6	17.8
Control Schools					
1965%	16.6	32.3	16.3	17.8	16.5
1967%	17.0	33.5	16.1	16.9	16.5

Intergroup comparison 1968: F = 7.22 with 1,3448 DF
P = .01

Table 61

Helped to Understand Strengths and Weaknesses

Exp. Schools	SA	A	U	D	SD
1965%	18.7	28.6	18.9	16.1	17.7
1967%	19.3	30.5	19.3	15.2	15.7
Control Schools					
1965%	22.4	32.8	19.8	12.9	11.8
1967%	18.1	31.9	20.1	15.8	13.9

Intergroup comparison 1968: F = 2.75 with 1,3437 DF
P = NS

Table 62

Helped to Understand Aptitude, Achievement, and Interest Tests

Exp. Schools	SA	A	U	D	SD
1965%	18.7	30.3	19.8	13.1	17.8
1967%	16.3	30.2	21.3	16.3	15.9
Control Schools					
1965%	19.9	30.8	19.2	16.8	12.5
1967%	17.3	29.8	22.0	15.7	15.1

Intergroup comparison 1968: F = 1.83 with 1,3402 DF
P = NS

Table 63

Helped to Set Personal Goals

Exp. Schools	SA	A	U	D	SD
1965%	26.6	27.4	17.8	13.8	13.9
1967%	28.7	31.1	15.3	13.7	11.2
Control Schools					
1965%	27.3	30.6	15.4	14.2	11.9
1967%	26.6	32.1	16.5	14.4	12.8

Intergroup comparison 1968: F = 4.14 with 1,3485 DF
P = .05

Table 64

Most Help Received in Planning High School Program

Exp. Schools	Couns.	Teach.	Adm.	Family	No Help	D
1965%	20.3	18.2	5.9	28.8	26.8	
1967%	29.9	17.9	7.3	24.6	20.3	.01
Control Schools						
1965%	30.9	15.1	5.6	32.6	16.6	
1967%	32.8	13.4	4.4	29.9	19.5	

Intergroup comparison 1968: F = .62 with 1,3405 DF
P = NS

Table 65

Most Information about Education after High School

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	12.1	23.2	8.9	32.2	23.6	
1967%	19.4	24.1	7.9	28.7	19.9	.01
1965%	19.4	20.4	5.7	34.8	19.7	
1967%	20.8	20.1	6.9	30.9	21.3	

Intergroup comparison 1968: F = .18 with 1,3392 DF
P = NS

Table 66

Most Assistance in Understanding Test Results

Exp. Schools	Couns	Teach	Adm.	Family	None
1965%	7.5	52.5	6.9	9.2	23.8
1967%	8.6	53.8	8.1	9.4	20.2
Control Schools					
1965%	9.7	56.4	6.2	9.8	17.8
1967%	11.7	53.3	6.3	8.9	19.7

Intergroup comparison 1968: F = 5.56 with 1,3376 DF
P = .05

Table 67

Most Assistance in Making Future Career Plans

Exp. Schools	Couns.	Teach	Adm.	Family	None	D
1965%	10.9	14.6	8.2	39.5	26.7	
1967%	19.1	14.4	7.1	37.6	21.7	.01
Control Schools						
1965%	15.1	13.9	5.2	46.3	19.1	
1967%	14.2	13.2	5.9	45.1	21.6	

Intergroup comparison 1968: F = 8.51 with 1,3348 DF
P = .01

Table 68

Most Assistance in Solving Personal Problems

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	32.7	33.3	17.3	7.5	9.2	
1967%	29.7	31.6	20.5	8.6	9.3	
Control Schools						
1965%	36.4	31.7	18.9	7.2	5.7	
1967%	30.7	33.1	19.6	8.5	8.3	.01

Intergroup comparison 1968: F 4.43 with 1,3460 DF
P = .05

Table 69

Most Assistance in Gaining Part-Time Work

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	12.7	12.3	8.1	35.4	30.7	
1967%	19.8	13.9	7.2	30.1	28.9	.01
Control Schools						
1965%	14.6	9.5	7.1	39.2	29.5	
1967%	16.5	9.6	5.3	36.8	31.9	

Intergroup comparison 1968: F = 12.18 with 1,3342 DF
P = .01

Table 70

Most Assistance in Gaining Information About Various Jobs

Exp. Schools	Couns	Teach	Adm	Family	None
1965%	12.4	19.3	7.4	31.3	29.4
1967%	21.1	19.6	7.7	25.4	26.1
Control Schools					
1965%	17.3	18.5	6.1	33.1	24.9
1967%	18.4	19.7	7.7	26.7	27.4

Intergroup comparison 1968: F = 4.40 with 1,3323 DF
P = .05

Table 71

Most Assistance in Gaining Information About Local Jobs

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	9.1	15.9	10.1	29.2	34.6	
1967%	17.2	16.8	9.5	25.4	31.1	.01
Control Schools						
1965%	10.7	16.1	6.3	32.2	33.7	
1967%	12.9	15.5	6.8	30.7	34.2	

Intergroup comparison 1968: F = 10.36 with 1,3297
P = .01

Table 72

Most Assistance in Developing Better Study Habits

Exp. Schools	Couns	Teach	Adm.	Family	None
1965%	7.7	39.2	6.9	26.1	19.8
1967%	8.9	41.5	7.8	25.9	15.9
Control Schools					
1965%	8.9	39.8	5.9	30.4	15.6
1967%	8.7	39.9	4.6	29.8	16.9

Intergroup comparison 1968: F = .92 with 1,3290 DF
P = NS

Table 73

Most Assistance in Talking about Problems in Classes

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	16.7	22.3	24.8	14.3	20.9	
1967%	18.3	24.3	18.7	16.7	21.6	.05
Control Schools						
1965%	19.3	23.0	20.2	17.4	19.5	
1967%	19.3	24.1	20.2	17.4	19.1	

Intergroup comparison 1968: F = 4.73 with 1,3423 DF
P = .05

Table 74

What Subjects to Take

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	32.6	23.3	6.7	22.6	14.8	
1967%	39.5	25.6	6.5	20.2	8.2	.01
Control Schools						
1965%	46.0	17.0	4.4	26.1	6.6	
1967%	46.2	18.9	4.6	23.5	6.9	

Intergroup comparison 1968: F = 5.73 with 1,3295 DF
P = .05

Table 75

What Career to Choose

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	19.9	16.7	6.2	44.9	12.9	
1967%	29.5	18.5	7.4	36.2	8.6	.01
Control Schools						
1965%	23.1	14.9	4.4	46.9	10.7	
1967%	24.9	15.7	4.3	46.1	9.1	

Intergroup comparison 1968: F = 8.09 with 1,3221 DF
P = .01

Table 76

What Plans for after High School

Exp. Schools	Couns	Teach	Adm	Family	None	D
1965%	17.3	12.2	8.5	49.2	12.8	
1967%	23.2	14.8	8.3	44.6	9.3	.05
Control Schools						
1965%	28.3	9.3	6.3	50.3	5.8	
1967%	19.6	10.8	6.1	56.4	7.1	

Intergroup comparison 1968: F = 7.12 with 1.3212 DF
P = .01

Table 77

What College to Attend

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	17.4	12.5	8.4	44.8	16.8	
1967%	24.5	17.1	9.2	39.1	10.2	.01
Control Schools						
1965%	30.3	10.3	7.5	43.1	8.7	
1967%	24.8	13.3	6.7	45.2	9.7	

Intergroup comparison 1968: F = 1.14 with 1,3183 DF
P = NS

Table 78

What are Academic Strengths and Weaknesses

Exp. Schools	Couns	Teach	Adm.	Family	None
1965%	24.2	9.5	8.1	30.9	27.3
1967%	29.9	11.1	6.8	30.3	19.5
Control Schools					
1965%	9.1	8.2	5.9	55.9	20.6
1967%	8.8	9.4	5.3	56.9	19.5

Intergroup comparison 1968: F = 1.68 with 1,330 DF
P = NS

Table 79

What does it take to Perform an (Occupation)

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	14.5	31.8	8.1	27.6	18.2	
1967%	19.4	37.8	10.1	22.3	10.4	.05
Control Schools						
1965%	20.1	30.0	10.9	22.0	16.1	
1967%	23.2	28.3	11.7	21.2	15.6	

Intergroup comparison 1968: F = 17.76 with 1,4028 DF
P = .01

Table 80

What to do about a Personal Problem

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	16.3	32.1	7.4	26.7	17.5	
1967%	27.7	37.1	7.1	17.5	10.8	.01
1965%	22.8	33.8	7.2	22.9	12.7	
1967%	24.9	33.8	5.6	20.3	12.8	

Intergroup comparison 1968: F - 6.1 with 1,3887 DF
P = .01

Table 81

How to get a Summer Job

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	31.3	39.3	25.4	3.8	.2	
1967%	39.2	37.1	22.4	1.2	.2	.01
Control Schools						
1965%	24.8	36.1	29.3	8.4	2.3	
1967%	23.1	38.7	28.4	8.2	1.8	

Intergroup comparison 1968: F =39.98 with 1,2906 DF
P = .01

Table 82

Type of Job Available after Completing School

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	10.7	9.6	6.4	54.6	18.7	
1967%	12.5	15.2	12.1	47.8	12.4	.01
Control Schools						
1965%	12.6	11.1	8.8	55.0	11.9	
1967%	12.9	10.8	9.1	54.4	12.9	

Intergroup comparison 1968: F = 6.49 with 1,3852 DF
P = .05

Table 83

How to Develop Good Study Habits

Exp. Schools	Couns	Teach	Adm.	Family	None	D
1965%	29.9	19.4	7.5	30.0	13.2	
1967%	35.7	21.3	7.4	22.7	12.9	.01
Control Schools						
1965%	21.9	16.2	5.3	38.1	15.7	
1967%	25.1	16.8	5.2	38.5	14.6	

Intergroup comparison 1968: F = 7.09 with 1,3908 DF
P = .01

Table 84

FACULTY ATTITUDE SURVEY RESULTS

Pre and Post Surveys Administered in September, 1965
and June, 1966, to Experimental and Control Schools
Follow-up Survey Administered in June, 1967.

N's Experimental: Pre: 208; Post: 202
Follow-up: 200

Control: Pre: 177; Post: 143
Follow-up: 137

			SA	A	U	D	SD
1. Inner-city youth should be regarded as any other youth.	EXP.:	9-65	17%	29%	6%	27%	21%
		6-66	13	24	10	32	22
		6-67	18	20	5	29	28
	CON.:	Pre:	22	27	9	22	21
		Post:	21	25	5	25	23
		6-67	28	27	5	20	20
2.* My school is doing as much as possible for all youth preparing for the world of work.	EXP.:	Pre:	6	20	30	30	14
		Post:	3	27	22	25	23
		6-67	10	33	21	27	9
	CON.:	Pre:	9	37	18	25	11
		Post:	8	30	21	33	8
		6-67	10	24	22	36	10
3. My school's curriculum is adequate to meet the needs of all youth preparing for employment.	EXP.:	Pre:	4	14	26	38	18
		Post:	7	18	20	37	18
		6-67	3	16	24	38	19
	CON.:	Pre:	6	19	25	33	17
		Post:	16	18	19	33	16
		6-67	6	12	22	30	30
4. Inner-city youth aren't really interested in employment.	EXP.:	Pre:	1	7	11	48	32
		Post:	1	9	10	40	40
		6-67	2	9	13	41	35
	CON.:	Pre:	5	13	20	43	19
		Post:	2	13	17	48	20
		6-67	4	10	14	45	27
5. *There are few employment opportunities available for inner-city youth in Detroit.	EXP.:	Pre:	7	26	19	34	14
		Post:	5	21	20	38	16
		6-67	4	19	21	43	13
	CON.:	Pre:	6	20	20	41	13
		Post:	3	19	18	42	17
		6-67	9	23	17	43	8
6.* The difficulty with most youth today is that they don't want to work.	EXP.:	Pre:	5	12	10	46	28
		Post:	5	10	11	40	34
		6-67	3	15	8	49	25
	CON.:	Pre:	7	25	11	40	18
		Post:	7	29	12	42	10
		6-67	5	17	13	41	25

			SA	A	U	D	SD
7.* Most businesses and industries are not interested in helping youth - all they care about is making money.	EXP.:	Pre:	6%	15%	18%	48%	13%
		Post:	5	15	19	40	21
		6-67	4	19	24	35	18
	CON.:	Pre:	8	13	13	54	12
		Post:	4	16	13	53	14
		6-67	12	22	9	36	20
8.* Most businesses and industries discriminate against youth today.	EXP.:	Pre:	6	31	20	34	9
		Post:	5	26	20	32	17
		6-67	7	28	26	34	6
	CON.:	Pre:	6	20	20	44	11
		Post:	5	19	33	29	14
		6-67	15	20	24	32	9
9. The only types of jobs minority group youth can aspire to today are unskilled, semi-skilled, clerical and services.	EXP.:	Pre:	2	15	9	55	19
		Post:	1	15	8	49	30
		6-67	4	9	7	55	25
	CON.:	Pre:	1	10	8	50	30
		Post:	3	10	10	50	27
		6-67	8	14	19	39	20
10.* Our school's guidance services are adequate.	EXP.:	Pre:	2	22	33	41	2
		Post:	5	29	26	30	10
		6-67	1	31	28	30	10
	CON.:	Pre:	4	14	12	42	28
		Post:	2	21	21	39	17
		6-67	2	17	15	28	38
11.* Minority group youth don't need any special attention - they are no different than any other students preparing for employment.	EXP.:	Pre:	2	11	6	43	39
		Post:	2	9	5	45	39
		6-67	2	3	5	53	37
	CON.:	Pre:	3	13	8	41	35
		Post:	2	17	14	40	26
		6-67	0	9	14	43	34
12.* A considerable proportion of youth today are just as well off if they drop out of school.	EXP.:	Pre:	1	4	9	33	53
		Post:	2	8	6	30	54
		6-67	0	3	6	31	60
	CON.:	Pre:	3	11	7	30	49
		Post:	3	14	9	33	41
		6-67	6	11	8	36	40
13. Youth preparing for employment are given as much recognition as college preparatory students in my school.	EXP.:	Pre:	6	25	20	27	22
		Post:	7	24	20	33	16
		6-67	3	19	34	23	21
	CON.:	Pre:	8	30	21	24	17
		Post:	8	25	25	17	23
		6-67	4	30	24	21	21
14.* I feel I understand the way inner-city youth see the future.	EXP.:	Pre:	5	41	34	18	3
		Post:	9	30	40	14	8
		6-67	12	34	35	14	5
	CON.:	Pre:	7	29	38	18	7
		Post:	9	24	52	12	4
		6-67	16	36	34	11	3

			SA	A	U	D	SD
15. Guidance counselors should be concerned mostly with discipline.	EXP.:	Pre:	2%	6%	11%	33%	48%
		Post:	3	4	6	41	46
		6-67	2	3	6	36	53
	CON.:	Pre:	3	6	4	41	46
		Post:	5	9	6	40	40
		6-67	5	8	9	37	42
16.* I am well acquainted with educaional opportunities available for youth today in Detroit.	EXP.:	Pre:	3	23	33	36	6
		Post:	10	35	33	20	2
		6-67	5	39	35	15	6
	CON.:	Pre:	7	34	29	26	4
		Post:	10	30	24	28	7
		6-67	10	38	26	19	7
17. The difficulty with most minority group youth is that they don't want to work.	EXP.:	Pre:	3	10	8	45	35
		Post:	3	5	11	47	34
		6-67	1	6	14	49	30
	CON.:	Pre:	3	10	10	54	23
		Post:	3	14	15	50	18
		6-67	2	10	18	37	33
18.* My school's curriculum is adequate to meet the needs of minority group youth preparing for employment.	EXP.:	Pre:	2	18	31	36	13
		Post:	2	27	20	37	14
		6-67	1	18	22	49	10
	CON.:	Pre:	3	30	17	36	14
		Post:	6	24	30	26	14
		6-67	3	20	23	30	34
19.* My school is doing as much as possible for minority group youth today.	EXP.:	Pre:	2	26	29	32	11
		Post:	10	27	25	26	12
		6-67	8	26	26	30	10
	CON.:	Pre:	11	38	18	24	8
		Post:	7	32	12	29	20
		6-67	6	36	15	29	14
20.* Most businesses and industries are not making any effort to provide equal employment opportunity.	EXP.:	Pre:	1	18	27	52	2
		Post:	3	10	20	56	11
		6-67	4	14	22	49	11
	CON.:	Pre:	4	8	18	58	12
		Post:	10	13	14	52	11
		6-67	3	23	20	42	11
21. After a student graduates from school, there is no way he can get help in finding out about jobs and vocational opportunities.	EXP.:	Pre:	3	12	14	48	23
		Post:	2	13	12	46	28
		6-67	1	6	4	60	29
	CON.:	Pre:	1	8	8	53	30
		Post:	1	4	8	55	32
		6-67	0	3	8	62	27
22.* Students in my school have adequate opportunity to discuss their future plans with faculty.	EXP.:	Pre:	5	28	29	33	5
		Post:	13	41	22	20	4
		6-67	6	40	18	27	9
	CON.:	Pre:	5	30	17	37	12
		Post:	7	34	18	24	17
		6-67	7	38	11	31	13

			SA	A	U	D	SD
23.* Adequate information concerning occupations is available for students in my school.	EXP.:	Pre:	6%	23%	34%	31%	6%
		Post:	16	44	22	16	2
		6-67	16	42	23	16	3
	CON.:	Pre:	5	40	32	18	5
		Post:	9	35	20	23	13
		6-67	7	39	22	20	12
24.* I do as much as necessary to help youth become acquainted with career information.	EXP.:	Pre:	7	26	16	36	15
		Post:	17	38	20	22	3
		6-67	14	40	15	30	1
	CON.:	Pre:	9	45	16	26	4
		Post:	10	44	19	24	3
		6-67	13	41	16	25	5
25.* Career Guidance should be given no sooner than the 9th or 10th grade.	EXP.:	Pre:	3	15	14	44	24
		Post:	4	10	10	47	29
		6-67	3	11	7	36	43
	CON.:	Pre:	8	24	7	44	17
		Post:	10	21	10	49	10
		6-67	3	8	12	48	28
26. Inner-city girls should probably take the commercial course in high school.	EXP.:	Pre:	1	16	23	39	32
		Post:	4	15	19	40	21
		6-67	1	10	20	44	25
	CON.:	Pre:	5	15	13	43	24
		Post:	2	19	23	42	14
		6-67	8	11	22	33	26
27.* The TAAP and related programs are not really helping the poor.	EXP.:	Pre:	4	6	34	33	23
		Post:	5	11	40	31	13
		6-67	4	5	48	35	8
	CON.:	Pre:	6	11	32	38	13
		Post:	9	10	41	34	6
		6-67	3	7	56	22	12
28.* Post high school education is not really necessary for most youth today.	EXP.:	Pre:	1	3	10	46	40
		Post:	2	7	1	40	50
		6-67	15.	1	6	43.5	49
	CON.:	Pre:	1	4	8	48	39
		Post:	8	10	8	44	30
		6-67	0	11	13	48	29
29.* All youth (inner-city) see their possible career opportunities the same way.	EXP.:	Pre:	1	5	13	41	40
		Post:	2	5	2	56	35
		6-67	1	4	8	45	42
	CON.:	Pre:	1	7	8	43	41
		Post:	1	8	14	41	36
		6-67	0	2	13	54	31
30. Residents of the inner-city are just as happy the way they are.	EXP.:	Pre:	10	17	11	30	32
		Post:	3	3	10	42	37
		6-67	1	5	14	38	42
	CON.:	Pre:	2	10	20	46	22
		Post:	2	11	20	37	30
		6-67	1	1	18	50	30

			SA	A	U	D	SD
31. I feel it is important for me to discuss the educational and occupational implications of my subject matter field with my students.	EXP.:	Pre:	26%	48%	5%	14%	7%
		Post:	31	48	9	10	2
		6-67	33	57	6	3	1
	CON.:	Pre:	26	38	10	18	8
		Post:	27	34	10	19	10
		6-67	34	52	5	9	0
32. Guidance services are the job of specialists; teachers are responsible for teaching subject matter only.	EXP.:	Pre:	5	7	6	47	35
		Post:	2	4	8	50	36
		6-67	15	5	3	52	39.5
	CON.:	Pre:	6	16	3	48	29
		Post:	4	15	4	47	30
		6-67	2	8	3	44	43
33.* Organized group guidance activities are adequate for students in my school.	EXP.:	Pre:	1	7	33	39	20
		Post:	12	21	26	28	13
		6-67	3	22	30	35	10
	CON.:	Pre:	0	13	29	40	18
		Post:	0	13	26	44	17
		6-67	7	8	26	34	25
34. Guidance counselors should be mainly concerned with 'keeping students in line.'	EXP.:	Pre:	2	3	3	43	49
		Post:	2	1	1	48	48
		6-67	0	2	1	43	44
	CON.:	Pre:	0	9	7	8	76
		Post:	1	2	2	47	48
		6-67	0	0	2	52	46
35. Guidance services are an integral part of the school program and should help every student make sound choices and plans.	EXP.:	Pre:	52	43	3	1	1
		Post:	54	40	3	2	1
		6-67	56	40	2	1	1
	CON.:	Pre:	56	38	1	5	0
		Post:	49	40	4	4	3
		6-67	57	31	5	3	4

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* = difference significant at the 5% level. x^2 with $d_F = 5$.

DEVELOPMENTAL CAREER GUIDANCE PROJECT

WAYNE STATE UNIVERSITY

The CG Survey--Level II

A Personal Sketch

1. My age is ______. I am a (boy or girl) in the ________ grade. I have ________ brothers and sisters. My father works as a __________________________; my mother as a ___________________.
2. The things I do best are ____
____.
3. Things I do NOT do well are ____
____.
4. Things I LIKE to do most are ____
____.
5. During my free time I ____
____.
6. These three things make my life happy ____
____.
7. Three things I like most about my life are ____
____.
8. The nicest thing that ever happened to me was ____
____.
9. The person in the world I admire most is ____.
He/she does ____ for a living.
10. I admire him/her because ____
____.
11. Things that are important to me in my life are ____
____.
12. When I grow up, I would like to be ____
____.
13. The career(s) I would LIKE to enter is/are ____
____.
14. The reasons I like this career are ____
____.
15. The careers I think I could REALLY enter are ____
____.

OEO: C.A.P. #9183 (6-1)

A Career Sketch

You must check ONE and ONLY ONE of the following choices in the following questions.

IF YOU COULD DO ANYTHING YOU WISHED. . .

1. Of the jobs below, which ONE would you choose when you get out of school?

BOYS CHECK HERE		GIRLS CHECK HERE	
A. Chemist	___	A. Scientist	___
B. Accountant	___	B. Musician	___
C. Mail Carrier	___	C. Bookkeeper	___
D. Taxi Driver	___	D. Waitress	___

2. From the list below, check the job you feel you might choose when you finish school.

A. Waiter	___	A. Restaurant Cook	___
B. Mail Carrier	___	B. Bookkeeper	___
C. Teacher	___	C. Teacher	___
D. Engineer	___	D. Chemist	___

3. Which of the following jobs do you think you could enter by the time you grow up?

A. Engineer	___	A. Chemist	___
B. Musician	___	B. Welfare (Social) Worker	___
C. Store Clerk	___	C. Sales Clerk	___
D. Janitor	___	D. Soda Fountain Clerk	___

4. Check ONE of the four jobs below which you might get when you grow up.

A. Shoe-Shiner	___	A. Cleaning Woman	___
B. Assembly-line Machine Operator	___	B. Recreation Director	___
C. Accountant	___	C. Musician	___
D. Banker	___	D. College Professor	___

5. Which of the following jobs do you think you can get after you get out of school?

A. Lawyer	___	A. Lawyer	___
B. Electrician	___	B. Home Economist (Homemaking Specialist)	___
C. Assembly-line Machine Operator	___	C. Recreation Director	___
D. Waiter	___	D. Restaurant Cook	___

6. Of the jobs below, which ONE do you think you really would get when you get out of school?

A. Banker	___	A. College Professor	___
B. Teacher	___	B. Teacher	___
C. Barber	___	C. Beautician (Hairdresser)	___
D. Soda Fountain Clerk	___	D. Clothes presser in a laundry	___

7. From the list below, check the job you think you will get when you are older.

A. Taxi Driver	___	A. Waitress	___
B. Barber	___	B. Beautician (Hairdresser)	___
C. Musician	___	C. Welfare (Social) Worker	___
D. Minister	___	D. Dentist	___

8. If you were able to have any of the following jobs, which ONE would you choose?

A. Minister	___	A. Dentist	___
B. Radio Announcer	___	B. Story Writer	___
C. Garage Mechanic	___	C. Assembly-line Machine Operator	___
D. Shoe-Shiner	___	D. Cleaning Woman	___

9. Check the ONE job which you might get when you finish school.

A. Soda Fountain Clerk	___	A. Clothes presser in a laundry	___
B. Store Clerk	___	B. Sales Clerk	___
C. Radio Announcer	___	C. Story Writer	___
D. Chemist	___	D. Scientist	___

10. Choose ONE of the jobs below which you feel you could get when you grow up.

A. Janitor	___	A. Soda Fountain Clerk	___
B. Garage Mechanic	___	B. Assembly-line Machine Operator	___
C. Electrician	___	C. Home Economist (Homemaking Specialist)	___
D. Lawyer	___	D. Lawyer	___

NOW - - go back and cross out the job in each group you dislike the most. (Example: ~~Teacher~~)

GEL-8/65

DEVELOPMENTAL CAREER GUIDANCE PROJECT

WAYNE STATE UNIVERSITY

Faculty Attitude Survey

Dear Faculty Member,

This questionnaire is completely confidential and is for our use in planning. Please answer as honestly as possible since the results will be of little value otherwise. Thank you very much for your cooperation.

Subject or Grade Level taught ____________________

Circle SA if you STRONGLY AGREE; A if you AGREE; U if you are UNCERTAIN; D if you DISAGREE; SD if you STRONGLY DISAGREE.

1. Inner-city youth should be regarded as any other youth. SA A U D SD
2. My school is doing as much as possible for all youth preparing for the world of work. SA A U D SD
3. My school's curriculum is adequate to meet the needs of all youth preparing for employment. SA A U D SD
4. Inner-city youth aren't really interested in school. SA A U D SD
5. There are few employment opportunities available for inner-city youth in Detroit. SA A U D SD
6. The difficulty with most youth today is that they don't want to work. SA A U D SD
7. Most businesses and industries are not interested in helping youth--all they care about is making money. SA A U D SD
8. Most businesses and industries discriminate against minority youth today. SA A U D SD
9. The only types of jobs minority group youth can aspire to today are unskilled, semi-skilled, clerical, and services. SA A U D SD
10. Our school's guidance services are adequate. SA A U D SD
11. Minority group youth don't need any special attention--they are no different than any other student preparing for employment. SA A U D SD
12. A considerable proportion of youth today are just as well off if they drop out of school. SA A U D SD
13. Youth preparing for employment are given as much recognition as college preparatory students in my school. SA A U D SD
14. I feel I understand the way inner-city youth see the future. SA A U D SD
15. Guidance counselors should be concerned mostly with discipline cases and problems and spend time left over with other student problems. SA A U D SD

OEO: C.A.P. #9183 (6-1)

16. I am well acquainted with educational opportunities available for youth today in Detroit. SA A U D SD

17. The difficulty with most minority group youth is that they don't want to work. SA A U D SD

18. My school's curriculum is adequate to meet the needs of minority group preparing for employment. SA A U D SD

19. My school is doing as much as possible for minority group youth today. SA A U D SD

20. Most businesses and industries are not making any effort to provide equal employment opportunity. SA A U D SD

21. After a student graduates from school, there is no way he can get help in finding out about jobs and vocational opportunities. SA A U D SD

22. Students in my school have adequate opportunity to discuss their future plans with faculty. SA A U D SD

23. Adequate information concerning occupations is available for students in my school. SA A U D SD

24. I do as much as necessary to help youth become acquainted with career information. SA A U D SD

25. Career Guidance should be given no sooner than the 9th or 10th grade. SA A U D SD

26. Inner-city girls should probably take the commercial course in high school. SA A U D SD

27. The TAAP and related programs are not really helping the poor. SA A U D SD

28. Post high school education is not really necessary for most youth of today. SA A U D SD

29. All youth (inner-city and outer-city) see their possible career opportunities the same way. SA A U D SD

30. Residents of the inner-city are just as happy the way they are. SA A U D SD

31. I feel it is important for me to discuss the educational and occupational implications of my subject matter field with my students. SA A U D SD

32. Guidance services are the job of specialists; teachers are responsible for teaching subject matter only. SA A U D SD

33. Organized group guidance activities are adequate for students in my school. SA A U D SD

34. Guidance counselors should be mainly concerned with "keeping students in line". SA A U D SD

35. Guidance services are an integral part of the school program and should help every student make sound choices and plans. SA A U D SD

GEL-8/65

DEVELOPMENTAL CAREER GUIDANCE PROJECT

Wayne State University

THE

C

G

SURVEY

Level III

Dear Student:

This is NOT a test -- that is, there are no right or wrong answers. What we want is information about YOU.

Please do not write your name on this booklet or on the answer sheet -- we want your honest answers for the results will be of little value otherwise.

Please also follow the following directions:

(1) Mark all answers on the separate answer sheet -- do not write on this booklet.
(2) Mark only one answer for each question. Some questions have 4 choices, some have 5 choices.
(3) Write down your first reaction -- do not spend much time on any one question.
(4) If you have any questions, raise your hand and your teacher will help you.
(5) You may skip any question you do not wish to answer.

O.E.O.: Michigan-CAP #9183(6-1)

The C G Survey
Level III

1. YOUR PRESENT AGE:
    1. 14 or under
    2. 15
    3. 16
    4. 17
    5. 18

2. YOUR PRESENT GRADE:
    1. 7
    2. 8
    3. 9
    4. 10
    5. 11

3. SEX:
    1. Male
    2. Female

4. DO YOU LIVE IN:
    1. Single house
    2. Two family house
    3. Apartment or flat of four rooms or more
    4. Apartment or flat of three rooms or less

5. I HAVE THE FOLLOWING NUMBER OF BROTHERS AND SISTERS:
    1. None
    2. One
    3. Two
    4. Three
    5. Four or more

6. MY MOTHER'S OCCUPATION IS:
    1. Housewife
    2. Professional: Doctor, Lawyer, Teacher, Professional Nurse, etc.
    3. Factory Worker: Machine Operator, Assembly-line worker, etc.
    4. Clerical or Sales Worker: Secretary, Typist, Saleswoman, Clerk, etc.
    5. Cook, Maid, Cleaning woman, etc.

    If your mother's occupation is not listed, write it in on the other side of your answer sheet. If she is not working, write in her usual occupation.

7. MY FATHER'S OCCUPATION IS:
    1. Professional: Doctor, Lawyer, Teacher, etc.
    2. Clerical or Sales Worker: Bookkeeper, Salesman, Clerk, Etc.
    3. Factory worker: Machine Operator, etc.
    4. Building or Construction Worker
    5. Small business owner

    If your father's occupation is not listed, write it in on the other side of your answer sheet. If he is not working, write in his usual occupation.

GO RIGHT ON TO THE NEXT PAGE

8. OF THE JOBS BELOW, WHICH ONE WOULD YOU CHOOSE WHEN YOU GET OUT OF SCHOOL:

Boys	Girls
1. Chemist	1. Scientist
2. Accountant	2. Musician
3. Mail Carrier	3. Bookkeeper
4. Taxi Driver	4. Waitress

9. MY MOTHER WENT THIS FAR IN SCHOOL:
1. Completed grade 8 or less only
2. Some high school, did not graduate
3. Graduated from high school
4. Graduated from college

10. CHOOSE ONE OF THE JOBS BELOW WHICH YOU FEEL YOU COULD GET WHEN YOU GROW UP:

Boys	Girls
1. Janitor	1. Soda Fountain Clerk
2. Garage Mechanic	2. Assembly-line Machine Operator
3. Electrician	3. Home Economist (homemaking specialist)
4. Lawyer	4. Lawyer

11. HOW LONG HAVE YOU LIVED IN DETROIT?
1. All my life
2. One year or less
3. Two years
4. Three years
5. Four or more years

12. FROM THE LIST BELOW, CHECK THE JOB YOU FEEL YOU MIGHT CHOOSE WHEN YOU FINISH SCHOOL:

Boys	Girls
1. Waiter	1. Restaurant Cook
2. Mail Carrier	2. Bookkeeper
3. Teacher	3. Teacher
4. Engineer	4. Chemist

13. WHAT ARE YOUR FUTURE PLANS REGARDING SCHOOL?
1. Graduate from high school
2. Drop out of school this year
3. Drop out of school next year
4. Not sure, but likely to drop out
5. Not sure, but likely to stay

14. WHICH OF THE FOLLOWING JOBS DO YOU THINK YOU CAN GET AFTER YOU GET OUT OF SCHOOL?

Boys	Girls
1. Lawyer	1. Lawyer
2. Electrician	2. Home Economist (homemaking specialist)
3. Assembly-line Machine Operator	3. Recreation Director
4. Waiter	4. Restaurant Cook

15. AFTER YOU GRADUATE, DO YOU PLAN TO GO TO COLLEGE OR ANY OTHER SCHOOL, LIKE A TRADE OR BUSINESS SCHOOL?
1. Full-time
2. Part-time
3. Not sure
4. Do not plan to go

16. OF THE JOBS BELOW, WHICH ONE DO YOU THINK YOU REALLY WOULD GET WHEN YOU GET OUT OF SCHOOL?

Boys	Girls
1. Banker	1. College Professor
2. Teacher	2. Teacher
3. Barber	3. Beautician (hairdresser)
4. Soda Fountain Clerk	4. Clothes presser in a laundry

GO RIGHT ON TO THE NEXT PAGE

17. WHAT IS MOST IMPORTANT TO YOU IN YOUR CHOICE OF AN OCCUPATION?
    1. The amount of money I can make
    2. Working with a friendly group of people
    3. Being sure of keeping my job
    4. Being able to make my own decisions
    5. Chance to get ahead, be promoted, etc.

18. IF YOU WERE ABLE TO HAVE ANY OF THE FOLLOWING JOBS, WHICH ONE WOULD YOU CHOOSE?

Boys	Girls
1. Minister	1. Dentist
2. Radio Announcer	2. Story Writer
3. Garage Mechanic	3. Assembly-line Machine Operator
4. Shoe-shiner	4. Cleaning Woman

19. I HAVE THOUGHT ABOUT ENTERING THE FOLLOWING NUMBER OF OCCUPATIONS:
    1. None
    2. One
    3. Two
    4. Three or four
    5. Five or more

20. FROM THE LIST BELOW, CHECK THE JOB YOU THINK YOU WILL GET WHEN YOU ARE OLDER:

Boys	Girls
1. Taxi Driver	1. Waitress
2. Barber	2. Beautician (hairdresser)
3. Musician	3. Welfare (social) Worker
4. Minister	4. Dentist

21. I USUALLY GET THE FOLLOWING TYPES OF MARKS ON MY REPORT CARD:
    1. Mostly A's with possibly a few B's
    2. Mostly B's with possibly a few A's and/or C's
    3. Mostly C's with possibly a few B's
    4. Mostly C's with possibly a few D's
    5. Mostly D's with possibly a few C's and/or E's

22. WHICH OF THE FOLLOWING JOBS DO YOU THINK YOU COULD ENTER BY THE TIME YOU GROW UP?

Boys	Girls
1. Engineer	1. Chemist
2. Musician	2. Welfare (social) Worker
3. Store Clerk	3. Sales Clerk
4. Janitor	4. Soda Fountain Clerk

23. MY FATHER WENT THIS FAR IN SCHOOL:
    1. Completed grade 8 or less only
    2. Some high school, did not graduate
    3. Graduated from high school
    4. Some college, did not graduate
    5. Graduated from college

24. CHECK ONE OF THE FOUR JOBS BELOW WHICH YOU MIGHT GET WHEN YOU GROW UP:

Boys	Girls
1. Shoe Shiner	1. Cleaning Woman
2. Assembly-line Machine Operator	2. Recreation Director
3. Accountant	3. Musician
4. Banker	4. College Professor

25. HOW MANY PEOPLE LIVE WITH YOU IN YOUR HOME OR APARTMENT? (INCLUDE ALL PERSONS, RELATIVES OR NOT.)
    1. Two
    2. Three
    3. Four
    4. Five
    5. Six or more

GO RIGHT ON TO THE NEXT PAGE

26. CHECK THE ONE JOB WHICH YOU MIGHT GET WHEN YOU FINISH SCHOOL:

Boys	Girls
1. Soda Fountain Clerk	1. Clothes presser in a laundry
2. Store Clerk	2. Sales Clerk
3. Radio Announcer	3. Story Writer
4. Chemist	4. Scientist

27. WHAT ARE YOUR PLANS AFTER HIGH SCHOOL?
    1. Go to work
    2. Go to a four-year college like Wayne State or University of Detroit
    3. Go to some kind of school for less than four years like business school
    4. Join the service (boys) or Get Married (girls)
    5. Other

28. I HAVE WORKED FOR PAY:
    1. Have never worked for pay
    2. During the summer only
    3. After school and weekends only
    4. During the summer and after school or weekends
    5. Other (write in your answer next to the number on answer sheet)

29. HOW SURE ARE YOU OF YOUR PRESENT CHOICE OF AN OCCUPATION?
    1. Very sure
    2. Sure
    3. Not so sure
    4. Not sure at all
    5. Completely up in the air

30. HOW WILL YOU FINANCE YOUR EDUCATION AFTER HIGH SCHOOL?
    1. Parents
    2. Own savings and earnings
    3. Loans
    4. Scholarship
    5. A combination of above

31. WHEN I CHOOSE MY CAREER IT WILL BE MOST IMPORTANT TO ME:
    1. To find a career where I can make a lot of money
    2. To choose a career my parents approve of
    3. To find a career where I can get ahead
    4. To find a career where I can't get laid off or fired
    5. To find a career where I could wear a tie and a white collar

GO RIGHT ON TO THE NEXT PAGE UNLESS OTHERWISE INSTRUCTED

PART II

Answer questions 32 to 60 in the following manner:
1 -- if you STRONGLY AGREE
2 -- if you AGREE
3 -- if you are UNCERTAIN
4 -- if you DISAGREE
5 -- if you STRONGLY DISAGREE

32. My school subjects will help me in my career.

33. My own interests are being met by the school subjects available to me.

34. The results of the aptitude and achievement tests I have taken have been helpful to me in my planning for the future.

35. I think the guidance counselor's job is important.

36. The guidance counselor is here to help students.

37. The conferences I have had with the guidance counselor have been necessary.

38. The job of a guidance counselor is to help students with any problems they have.

39. The job of a guidance counselor should be to discipline students.

40. The job of a guidance counselor should be to take attendance, issue late passes, etc.

41. I would like to be able to go to the guidance counselor to discuss any problems I have trouble with.

42. I would rather discuss any problems I have with a teacher, rather than a guidance counselor.

43. I would rather not discuss any problems I have with any person in school.

44. I would rather discuss problems I have with my parents.

45. The guidance counselor has helped me in deciding whether or not I should go to college or some other type of school after high school.

46. Teachers have helped me in deciding whether or not I should go to college or some other type of school after high school.

47. I have been helped in finding a part-time job by the guidance counselor.

48. The guidance counselor in my school is concerned only with the good students.

49. The guidance counselors in this school only care about poor students.

50. The guidance counselors in this school only care about discipline cases and students who cause trouble.

51. The guidance counselors in this school care about all students.

52. The guidance counselors in this school don't seem to care about the students.

GO RIGHT ON TO THE NEXT PAGE

53. I like to participate in the clubs, sports etc., available in my school.

54. I like to go to movies and watch television.

55. I like to attend concerts, plays, dance programs, etc.

56. I like to attend sports events.

57. I like to play sports myself.

58. I don't think school is going to help me very much in the future.

59. There is opportunity in my school to discuss questions and problems I have with teachers, principals.

60. Teachers in my school seem to be interested in and want to help students.

PART III

Answer questions 61 to 65 in the following manner:
1 -- if you have received VERY MUCH HELP
2 -- if you have received MUCH HELP
3 -- if you are UNCERTAIN
4 -- if you have received NOT MUCH HELP
5 -- if you have received NO HELP

61. I have received help in planning my school program.

62. I have received help in knowing about job opportunities and requirements.

63. I have been helped to understand my strengths and weaknesses.

64. I have been helped to understand aptitude, achievement, and interest tests I have taken.

65. I have been helped to set up career goals for myself.

PART IV

Answer questions 66 to 75 as to the person who has given you the most help in the following areas.
1 -- Guidance counselor
2 -- Teacher
3 -- Principal, Assistant Principal
4 -- Parents, Relatives
5 -- No help

66. Assistance in planning your high school program.

67. Information about education after high school, like colleges, etc.

68. Assistance in understanding test results.

69. Assistance in making future career plans.

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70. Assistance in solving your personal problems.

71. Assistance in gaining part-time or summer work.

72. Assistance in gaining information about various jobs.

73. Assistance in gaining information about jobs in your community.

74. Assistance in developing better study habits.

75. Assistance in talking about problems I have in my classes.

PART V

Answer questions 76 to 85 as to the person you would like to go for help with the following questions.

1 -- Guidance counselor
2 -- Teacher
3 -- Principal or Assistant Principal
4 -- Parents, Relatives
5 -- Friends

76. What subjects should I take?

77. What career should I choose?

78. What shall I do after high school?

79. What college (or other school) should I attend after high school?

80. What are my academic strengths and weaknesses?

81. What does it take to become a (any occupation)?

82. What can I do about this personal problem?

83. How can I get a job this summer?

84. What kind of job can I get after I leave high school?

85. How can I develop good study habits?

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THANK YOU VERY MUCH FOR YOUR COOPERATION